See the GACE® American Sign Language Assessment Study Companion for practice questions and preparation resources.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>American Sign Language</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>K–12</td>
</tr>
<tr>
<td>Test Code</td>
<td>Test I: 150 Test II: 151</td>
</tr>
<tr>
<td></td>
<td>There is no combined test for the American Sign Language assessment.</td>
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<tr>
<td>Test Format Test I</td>
<td>Computer delivered</td>
</tr>
<tr>
<td>Testing Time Test I</td>
<td>2 hours</td>
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<tr>
<td>Test Duration Test I</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>Number of Selected-response Questions</td>
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<td>Number of Constructed-response Questions</td>
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<tr>
<td>Test Format Test II</td>
<td>Interview</td>
</tr>
<tr>
<td>Interview Time Test II</td>
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<tr>
<td>Number of Interview Questions</td>
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About this Assessment

The American Sign Language assessment is designed to measure the professional knowledge of prospective teachers of American Sign Language in the state of Georgia.

Test I: American Sign Language

This test uses selected-response questions to assess both basic knowledge across content areas and the ability to apply principles. The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

Test II: Assessment of Sign Communication–American Sign Language (ASC–ASL)

This test is conducted as an interview. There are no test books or written responses associated with this test. The interview is structured as a conversation between you and an interviewer and covers topics of general interest. The interviewer has a prepared set of questions and prompts for stimulating communication. The interview is conducted solely in American Sign Language.

Content Specifications

Test I in this assessment is organized into content subareas. Each subarea is further defined by a set of objectives and their knowledge statements.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

The following is a breakdown of the subareas and objectives for Test I.
Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
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<tbody>
<tr>
<td>I. American Sign Language (ASL)</td>
<td>100%</td>
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Test I Objectives

Subarea I: American Sign Language

Objective 1: 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 ASL teacher:

A. 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

B. 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

C. 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

Objective 2: Demonstrates knowledge of language as a means of transmitting culture and demonstrates knowledge of theories of second-language learning

The beginning ASL teacher:

A. Understands ways in which language transmits culture and that second-language acquisition involves developing awareness and understanding of a second culture

B. Understands the role of social and interactive processes in language acquisition.

C. Recognizes similarities and differences between how culture is transmitted in both hearing and deaf communities

D. Understands and applies theories and concepts related to second-language learning; e.g., interlanguage, interference, fossilization, immersion
Objective 3: Demonstrates knowledge of effective methods for teaching American Sign Language, its history, and its evolution to modern usage

The beginning ASL teacher:

A. Understands how to use the Georgia Performance Standards (GPS) for American Sign Language (ASL) as a Language Other Than English (LOTE) in curriculum design and teaching

B. 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

C. 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

D. Knows how to identify, develop, and/or adapt appropriate materials, resources, and current technologies for instruction

E. Demonstrates knowledge of strategies for accommodating diverse language-learning styles

F. Modifies language to be comprehensible and appropriate for instruction

G. Incorporates aspects of Deaf culture into instruction, including multicultural aspects of the deaf community

H. Knows how to connect language study with the study of other academic disciplines

I. Understands the relevance of language learning outside the classroom and demonstrates knowledge of ways for students to participate effectively in social, professional, civic, and vocational activities using American Sign Language

J. Knows how to include people who are Deaf and other Deaf community resource personnel in classroom instruction

K. Demonstrates knowledge of current research about American Sign Language instruction and uses that knowledge to enhance instruction

L. Knows the history of American Sign Language and its evolution to modern usage
Objective 4: 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 ASL teacher:

A. 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

B. Demonstrates knowledge of the phonological structure of American Sign Language, including phonological parameters; i.e., handshape, movement, location, palm orientation, and nonmanual signals

C. 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

D. Demonstrates knowledge of grammatical features of American Sign Language; e.g., nonmanual signals, rhetorical questions, negation, “yes/no” questions, “wh-“ questions

E. 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

F. Understands the function of fingerspelling, lexical borrowing, and numbers in American Sign Language

G. Demonstrates knowledge of the syntax of American Sign Language; e.g., sign/word order, topicalization, ASL gloss, sentence constructions and types

H. 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

I. 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])

J. Recognizes and can explain to students that they may encounter invented sign systems

K. Demonstrates knowledge of comparative and contrastive characteristics of American Sign Language and English
Objective 5: Demonstrates knowledge of sociological theories, especially as related to the American Deaf culture and community

The beginning ASL teacher:

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

Objective 6: Demonstrates knowledge of aspects of the Deaf culture

A. 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
B. Demonstrates knowledge of the history and evolution of Deaf culture, including the oppression of and discrimination against people who are deaf
C. Demonstrates an awareness of international Deaf cultures and organizations
D. Understands how people who are deaf are viewed (clinical/pathological versus cultural-linguistic) and the perspectives of the majority and minority cultures
E. 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
F. Demonstrates knowledge of services and cultural organizations (e.g., national, state) related to the Deaf community
G. Understands the history and current status of technology and how communication access is evolving for individuals who are deaf or hard of hearing
H. Understands Deaf culture’s language, values, customs, traditions, and rules for social interaction
I. Understands multiculturalism and diversity within American Deaf culture
J. Demonstrates knowledge of the folklore of the Deaf and their culture; e.g., humor, storytelling, myths, legends, art, poetry, theater
K. Demonstrates knowledge of major contributions and accomplishments of individuals within the deaf community in historical events, popular culture, and the arts

L. Demonstrates knowledge of federal and state laws regarding the education and civil rights of individuals who are deaf
Test II Communication Scenarios

Test II contains an interview that is digitally recorded for scoring. The interview is holistically scored with no subareas and objectives defined. The communication scenarios covered by the test are described below.

<table>
<thead>
<tr>
<th>Communication Scenario</th>
<th>Approx. Percentage of Test</th>
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<tbody>
<tr>
<td>I. Description</td>
<td>20%</td>
</tr>
<tr>
<td>II. Instructions</td>
<td>20%</td>
</tr>
<tr>
<td>III. Hypothetical Situations</td>
<td>20%</td>
</tr>
<tr>
<td>IV. Problem Solving</td>
<td>20%</td>
</tr>
<tr>
<td>V. Supported Opinion</td>
<td>20%</td>
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Communication Scenario I: Description

*The teacher demonstrates the ability to participate in a descriptive conversation during the interview. During the interview, there are questions that require description of familiar activities, events, etc.*

Communication Scenario II: Instructions

*The teacher demonstrates the ability to answer “how to” questions. During the interview, there are questions that require an explanation of how to complete procedures or steps involved in various activities.*

Communication Scenario III: Hypothetical Situations

*The teacher demonstrates the ability to forecast what would happen in a given situation. During the interview, there are questions that ask what would happen if a particular event occurred.*

Communication Scenario IV: Problem Solving

*The teacher demonstrates the ability to provide a solution to an imagined problem. During the interview, there are questions that require communication of an imagined problematic situation and the communication of a possible solution posed by that situation.*

Communication Scenario V: Supported Opinion

*The teacher demonstrates the ability to give an opinion or position on one or more topics. The topics are selected to be general and noncontroversial. During the interview, questions request that the position taken is expressed and supported with an opinion. Communication skills should be used to be persuasive when possible.*