
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 61: AMERICAN SIGN LANGUAGE
TEST FRAMEWORK**

June 2003

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Subarea	Selected-Response	Range of Objectives
I.	Receptive Comprehension	0001–0003
II.	Linguistics of American Sign Language	0004–0005
III.	Deaf Culture	0006–0007
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Receptive Comprehension
Linguistics of American Sign Language
Deaf Culture
Productive Proficiency

The New York State teacher of American Sign Language has the knowledge and skills necessary to teach effectively in New York State public schools. The ASL teacher comprehends a variety of signed messages and communicates effectively in American Sign Language. The ASL teacher understands the linguistic structure of American Sign Language, recognizes that language reflects a body of shared values and assumptions that constitutes a distinctive culture, and is aware of the historical development and contemporary characteristics of Deaf culture in the United States. Most importantly, the ASL teacher understands that the primary purpose of language is communication: for socializing, for providing and acquiring information, for expressing personal feelings and opinions, and for persuading others to adopt courses of action.

SUBAREA I—RECEPTIVE COMPREHENSION

0001 Understand the literal content of messages.

For example:

- determining the stated main idea in a message
- demonstrating understanding of a stated cause or effect in a situation described in a message
- demonstrating understanding of a question or comment likely to be encountered in a social situation
- demonstrating understanding of a request for information in a message
- demonstrating understanding of directions or a sequence of events in a message
- demonstrating understanding of content conveyed through fingerspelling

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0002 Apply skills of inference and interpretation to messages.

For example:

- discerning implied cause-and-effect relationships in a message
- inferring assumptions, purpose, intent, or point of view underlying a message
- selecting an appropriate paraphrase of a message
- drawing conclusions from facts stated in a message

0003 Apply skills of critical analysis to messages.

For example:

- characterizing the tone, mood, or point of view of a message
- analyzing the social context of an exchange (e.g., a meeting of friends, a discussion among professional colleagues)
- analyzing two conflicting points of view on a given issue
- assessing the sufficiency of information in a message

SUBAREA II—LINGUISTICS OF AMERICAN SIGN LANGUAGE

0004 Understand the basic linguistic structure (phonological, morphological, and syntactical) of American Sign Language.

For example:

- distinguishing between a phoneme and a morpheme in American Sign Language
- demonstrating knowledge of the phonological structure of American Sign Language and the effects of phonological processes on signs and combinations of signs (e.g., assimilation, metathesis, alternative locations of signs, two-hand relationships)
- demonstrating knowledge of the morphological structure of American Sign Language, including the use of classifiers, and distinguishing among the morphological features of signs (i.e., lexical, derivational, and inflectional features)
- demonstrating knowledge of classifiers and nonmanual features at the phonological, morphological, and syntactical levels
- demonstrating knowledge of the syntax of American Sign Language (e.g., word order issues, sentence construction, types of sentences)
- demonstrating knowledge of comparative and contrastive linguistic attributes of American Sign Language and English

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0005 Understand basic concepts of discourse, pragmatics, and sociolinguistics as they relate to American Sign Language.

For example:

- demonstrating an understanding of historical and contemporary linguistic research on American Sign Language, especially research that contributed to the recognition of ASL as a true language
- demonstrating knowledge of the organization of various forms of discourse in American Sign Language and recognizing linguistic features (i.e., discourse markers) that identify the structure of the discourse
- demonstrating knowledge of the general pragmatics of American Sign Language; that is, general principles governing the communicative use of the language (e.g., the constraints encountered in using the language in various social interactions, how a person's language use may affect other participants in a conversation)
- demonstrating understanding of various sociolinguistic aspects of American Sign Language (e.g., register variation, dialectal variation), including the use of American Sign Language and its derivative, contact sign (formerly referred to as Pidgin Sign English [PSE])
- recognizing differences between American Sign Language and invented sign systems (e.g., various systems of Manually Coded English)

SUBAREA III—DEAF CULTURE

0006 Understand the evolution of American Deaf culture.

For example:

- demonstrating an understanding of important developments, events, and individuals in the history of American Deaf culture
- analyzing various historical and contemporary models and perceptions about people who are deaf (e.g., medical-audiological versus cultural-linguistic)
- recognizing the origins, characteristics, and effects of oppression and discrimination on people who are deaf in the United States
- demonstrating knowledge of the history of deaf people's creativity, experiences, and achievements
- demonstrating knowledge of important federal and state legislation regarding the education and civil rights of individuals who are deaf

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0007 Understand contemporary American Deaf culture.

For example:

- demonstrating an understanding of the language, values, mores, and traditions of Deaf culture in the United States
- demonstrating an understanding of diversity within American Deaf culture (e.g., generational, regional, multicultural)
- recognizing rules for social and communicative interaction within Deaf culture and between deaf persons and hearing persons in the United States (e.g., appropriate communication behaviors for gaining attention, opening and closing conversations, maintaining clear sight lines)
- demonstrating a familiarity with the literary, artistic, and cultural expressions of American Deaf culture (e.g., storytelling, fiction, art, poetry, theater, humor)
- demonstrating knowledge of cultural institutions related to the Deaf community (e.g., agencies, organizations, clubs, educational facilities) and how Deaf culture is transmitted from generation to generation
- demonstrating familiarity with the roles, accomplishments, and influence of deaf individuals in popular culture and the arts

SUBAREA IV—PRODUCTIVE PROFICIENCY

0008 In response to a prompt, construct connected signed discourse in American Sign Language that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.

For example:

- narrating events or actions that occurred over a given period of time
- discussing the advantages and disadvantages of an idea or proposed course of action
- responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or circumstances or by proposing a solution to the problem
- describing a favorite pastime or personal achievement
- discussing a significant feature of your education or preparation for your career