



Oneida-Herkimer-Madison BOCES

American Sign Language Checkpoint A Examination Format



	Interpersonal Communication	Presentational Communication	Interpretive Communication	Relating Cultural Practices and Products to Perspectives
Total Value	20%	20%	50%	10%
# of Tasks / Questions	1 Interview task 1 Roleplay task	2 Picture Observation tasks	20 Multiple-choice questions 5 Structured Response Summary questions <i>Part 3: Interpretive Receiving - 25 questions</i>	1 Cultural Comparison task
Point Values	10 points per task <i>Conversion chart provided</i>	10 points per task	2 points per multiple-choice question 10 points for the summary	10 points
Options for Tasks / Questions	For Part 1A and Part 1B, the students will randomly select two (2) prompts, review each, and choose one (1) to complete.	For each task, students are provided with two (2) picture prompts and must choose one (1) to complete.	N/A	N/A
Task Descriptions	<p><u>Part 1: Interpersonal Signing</u></p> <p>A prompt, written in English, is the stimulus for the conversation between the teacher and each student.</p> <p>For each task, the student decides who initiates the conversation. The conversation will be signed.</p> <p><u>Part 1A: Interview task</u></p> <ul style="list-style-type: none"> • Teachers participate as themselves • Students participate as themselves <p><u>Part 1B: Roleplay task</u></p> <ul style="list-style-type: none"> • Teachers roleplay the person described in the prompt • Students participate as themselves 	<p><u>Part 2: Presentational Signing</u></p> <p>For each task, the student randomly selects two (2) picture prompts that depict recognizable scenes. The student then chooses one (1) picture prompt to complete.</p> <p>The task is to first sign the main idea of the picture and then to sign observations that support the main idea.</p>	<p><u>Part 3: Interpretive Receiving</u></p> <p>The teacher signs the passages (<i>provided by OHM BOCES</i>).</p> <p><u>OR</u></p> <p>The exam proctor plays the pre-recorded video files of the passages signed by a heritage signer (<i>provided by OHM BOCES</i>).</p> <p>Based on the passages that are signed to them, the student will complete a combination of: multiple choice questions (20) and a structured response summary (1).</p>	<p><u>Part 4: Relating Cultural Practices and Products to Perspectives</u></p> <p>Students will be provided with two (2) stimuli associated with a singular theme that relates to Deaf culture. The theme will be stated for reference in the <i>Student Examination Booklet</i>. Stimuli may include any combination of pictures, narratives, and/or videos.¹</p> <p>The task is to compose a written response, in English or in their native language, that compares the stimuli.</p> <p>To compare the stimuli, students will need to:</p> <ul style="list-style-type: none"> • identify one (1) similarity between the two (2) stimuli that is associated with Deaf culture. • explain how the similarity shows a common aspect between Deaf and hearing culture. • identify one (1) difference between the two stimuli that is associated with Deaf culture. • explain how the difference shows a unique aspect of Deaf culture.

¹ Videos will only be included as possible stimuli when the examination shifts to a Computer Based Test format

	Interpersonal Communication	Presentational Communication	Interpretive Communication	Relating Cultural Practices and Products to Perspectives
Task Format	<p>For both <u>Part 1A: Interview</u> and <u>Part 1B: Roleplay</u></p> <p>The prompts:</p> <ul style="list-style-type: none"> represent a broad distribution of the themes and topics of the revised New York State (NYS) World Languages standards (2021). are based upon universally understood life experiences providing a framework for the conversation. represent a broad distribution of the language functions: exchange information, express feelings, preferences, and opinions. require the student to play the role of themselves in the conversation. <p><u>Part 1A: Interview</u></p> <ul style="list-style-type: none"> Annually, twenty-six (26) original prompts are composed for the administration of each examination; two prompts per topic. Students and their teachers have a natural conversation based upon the topic addressed by the prompt. <p><u>Part 1B: Roleplay</u></p> <ul style="list-style-type: none"> Annually, sixteen (16) original prompts are composed for the administration of each examination; four (4) per language function: exchange information, express feelings, preferences, and opinions. Students and their teachers have a conversation based upon the contrived scenario described in the prompt. The teacher always represents a Deaf individual in a fictitious role in the conversation. 	<p><u>Part 2: Presentational Signing</u></p> <p>Annually, ten (10) original picture prompts are composed for the administration of each examination.</p> <p>The prompts:</p> <ul style="list-style-type: none"> represent a broad distribution of the themes and topics of the revised New York State (NYS) World Languages standards (2021). are based upon universally understood life experiences. 	<p><u>Part 3: Interpretive Receiving</u></p> <ul style="list-style-type: none"> <u>Part 3A</u>: Five (5) signed passages with two (2) English questions and answers per passage for a total of ten (10) questions <u>Part 3B</u>: Five (5) signed passages with one (1) signed question and four (4) printed English answer choices. <u>Part 3C</u>: Five (5) signed passages with one (1) question in English with picture-based answers. <u>Part 3D</u>: Structured Response Summary: A longer length narrative is signed for students. Based on the writing prompts, students summarize the narrative in written English or their native language. <p>Writing Prompts provided to students for Part 3D:</p> <ul style="list-style-type: none"> a statement that identifies the main idea of the story. identification of the main characters in the story. a statement that identifies the central issue in the story. list two <i>important</i> details - in sequential order - that further describe or explain the central issue. resolution of the central issue. 	<p><u>Part 4: Relating Cultural Practices and Products to Perspectives</u></p> <p>Over time, the prompts represent a broad distribution of the themes and topics of the revised New York State (NYS) World Languages standards (2021).</p> <p>The prompts are based upon universally understood life experiences from modern and/or historical Deaf culture.</p> <p>Possible comparisons include:</p> <ul style="list-style-type: none"> Deaf vs mainstream American culture Modern Deaf culture vs historical Deaf culture (<i>change over time</i>) American Deaf culture vs foreign Deaf culture Deaf vs deaf culture
Grading Description	A rubric for Interpersonal Communication in ASL, developed by OHM BOCES, defines the scoring dimensions for each task. <i>Students must complete all aspects of the prompt to earn full credit. Each dimension of the rubric is scored holistically.</i>	A rubric for Presentational Communication in ASL, developed by OHM BOCES, defines the scoring dimensions for each task. <i>Students must complete all aspects of the prompt to earn full credit. Each dimension of the rubric is scored holistically.</i>	A scoring key is provided for both the multiple choice questions as well as for the Structured Response Summary. The scoring key for the summary includes acceptable and unacceptable answers to guide scoring.	A rubric for Relating Cultural Practices and Products to Perspectives in ASL, developed by OHM BOCES, defines the scoring dimensions for this task. <i>Students must complete all aspects of the prompt to earn full credit. Each dimension of the rubric is scored holistically.</i>

OHM BOCES Guidelines for selecting Stimuli for Interpretive Communication

1. Only authentic resources will be used
2. Errors in grammar and/or use of regionalized vocabulary will not be modified. A disclaimer will be read to students at the start of each examination to make them aware of this possibility.
3. Text may be "chunked" by OHM BOCES to simplify a complex passage, as [outlined by NYSED](#).
4. Original graphics that are incorporated into source material may or may not be included.
5. Graphics will be printed in black and white or grayscale.
6. Each stimulus contains at least one clue to the correct answer. Clues may be direct or indirect.

OHM BOCES Guidelines for Writing Multiple-Choice Questions

1. For each stimulus, students may be prompted to answer one (1) to three (3) questions.
2. The stimuli contain:
 - vocabulary and grammar conventions representative of NYS Checkpoint A Standards.
 - some vocabulary that may be unfamiliar to students at the Checkpoint A level.
 - clear fonts and graphics printed in grayscale or black and white.
3. Questions on the examination:
 - are comprehensible without having to read the answer choices.
 - represent a broad distribution of the themes and topics of the revised NYS World Languages standards (2021).
 - are only written in an affirmative format.
 - often rely on the use of synonyms for vocabulary in the stimuli.
4. Correct answer choices:
 - are the clear and/or best answer to the question.
 - rely solely on the stimuli, not on prior knowledge.
5. Incorrect answer choices:
 - are relevant to the question that is asked.
 - are unsubstantiated by the stimuli.
 - contain information associated with the stimuli.
6. All answer choices:
 - are written in a similar length or follow a pattern of length for each question.
 - are written using conventional and consistent grammar.
 - are mutually exclusive.
 - exclude using closed words (e.g. always, all, never).
7. Part 3 includes approximately:
 - 4-5 Easy questions
 - 8-10 Medium questions
 - 4-5 Difficult questions
8. Part 3 includes some inferential questions.