

Oneida • Herkimer • Madison

# BOCES

## American Sign Language Checkpoint **B** Examination Teacher Examination Booklet

**for Released Examination 2021**

May be used for practice purposes.

**IMPORTANT:** This booklet should be provided to teachers who will be signing the passages for Parts 3 and 4 30-60 minutes before the start of the examination period so that they may familiarize themselves with its content. Alternatively, Oneida-Herkimer-Madison BOCES has made available video recordings of the passages as signed by Deaf individuals. These recordings offer the opportunity for schools to provide a consistent statewide administration of parts of the examination that assess the receptive skills of students. They may be used in the place of a local teacher signing the passages found in this part of the examination.

This examination may earn Checkpoint B and/or 4+1 Pathways credit if it is administered on \_\_\_\_\_ not applicable \_\_\_\_\_.

### **General Directions**

Before the start of the examination period, distribute one (1) *Student Examination Booklet* to each student with its cover page face up. After each student has received an examination booklet, distribute one (1) *Student Answer Booklet* to each student. Instruct students to fill in the heading on the first page their *Student Answer Booklets*.

After each student has filled in the headings on this document, begin the examination by following the directions for Part 3A, as given on the next page. Students have a minimum of two (2) hours and a maximum of three (3) hours to complete Parts 3 and 4.

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# American Sign Language

## Glossing Conventions Key

Please reference the following ASL Glossing Conventions used throughout this *Teacher Examination Booklet*.

- All CAPS. Ex: BOY
- IX-\_\_\_ = indexing (to represent personal and plural pronouns) Ex: IX-she or ME
- POSS-\_\_\_, (to represent possessive pronouns) Ex: POSS-hers
- Lexicalized fs words with # symbol. Ex: #DO
- Full fingerspelling – represented by a hyphen between letters. Ex: M-A-R-Y
- NMS (includes mouth morphemes and eye gaze) are described by using ( ) - Ex: (neg), (rhe-q), (cond), (cha), (pey), ( fish), (oo), etc.
- More than one English word for one ASL sign is represented by a hyphen between words, Ex: GIVE-TO-me (dir verb)
- Use the ++ symbol for signs repeated or to show a recurring action
- Classifiers require two parts. Gloss the classifier with CL: and then add the concept described by the classifier in English using “ “. Ex: CL:bent V “person sitting down”
- Role-shifting = <rs>
- Topic = (t)

Released examinations  
may NOT be used for:  
↳ Checkpoint B credit  
↳ 4+1 Pathways credit

## American Sign Language, Part 3

### **Directions for Part 3A: Receptive Comprehension – 20 points**

(Questions 1-10) In this part of the examination, the exam administrator will sign a short length narrative or play a pre-recorded video of the signed passage (if available). The English passage is provided for reference. Along with each English passage is a suggested ASL gloss. If signed locally, the narrative may be signed by a New York State certified teacher, a heritage signer, a certified interpreter or an otherwise fluent signer of American Sign Language.

The student will respond to one multiple choice question per narrative. The multiple choice questions are printed in English in the *Student Examination Booklet*. There are ten (10) questions in Part 3A worth a total of 20 points.

The exam administrator will sign each narrative two (2) times or play the video two (2) times. The exam administrator will pause for one minute between each signing to allow student(s) to take notes in the margin of their *Student Examination Booklet(s)*. After the second signing, the exam administrator will pause for one additional minute to allow the student(s) to read the English question/answer choices in their *Student Examination Booklet(s)* and to select the best answer based on the narrative that was signed to them.

All student responses must be bubbled in the *Student Answer Booklet*. Student notes/responses found in the *Student Examination Booklet* are not eligible to be scored.

### 1. ASL Gloss:

**HEY 5-DAY WEATHER FORECAST (nod). TODAY, RAIN (mm) (nod), ALL-DAY (ah) RAIN (mm), NOT (neg), AFTERNOON (t) CLEAR WILL (nod), TEMPERATURE AVERAGE (mm) 60 (nod). NIGHT (t) TEMPERATURE-move-down LOW 50 (nod). TOMORROW TUESDAY (t), ALL-DAY (ah), SUN, TEMPERATURE-move-up (oo) 70 (nod). WEDNESDAY (t) WIND (puff), HEY, POSSIBLE DANGER (ee) WIND-gust++ “(puff), 30 M-P-H (nod). THURSDAY (t) AFTERNOON MAYBE RAIN, TEMPERATURE-move-up “oo” WARM 75 (nod). FRIDAY (t), SUN, WARM TEMPERATURE-move-up 80 (nod). NEXT-WEEK PREDICT (t), WEATHER WARM (nod).**

*English Translation:*

*And now for the five-day weather forecast! Today, it will rain, but not the entire day. The skies should clear up in the afternoon. The temperature will be in the mid-60s. The low for tonight will be 50 degrees. Tomorrow, Tuesday, it will be sunny all day! The temperature will rise to a high of 70 degrees. Wednesday is going to be very windy with potentially dangerous wind gusts up to 30 miles per hour. Thursday, there is a chance of rain in the afternoon but the temperature will be quite warm, up to 75 degrees. Friday is going to be sunny and warm with the temperature reaching 80 degrees! Expect much warmer weather to come next week!*

**Question:** *According to this weather forecast, what can we expect the weather to be over the next five days?*

2. ASL Gloss:

ME EXCITED (oo) WHY (rhe-q) THIS-WEEKEND (t), SCHOOL PLAY AREA (t) OPEN.  
STUDENT A-L-L, MONEY (t) COLLECT++. PLAY AREA EQUIPMENT (t) BUY (nod).  
ME COLLECT++ MONEY HOW (rhe-q), ME 750 CHOCOLATE CANDY CL:LL-  
“outline candy bar” SELL++.  
THIS-SATURDAY MORNING TIME 10:00 (t), OPEN CELEBRATION HAVE.  
STUDENTS, A-L-L INVITE++ GO-TO-left.  
MY FRIEND, body-shift ME, WE, GROUP-GO-TO-left PLAN (nod)  
CELEBRATION, body-shift FOOD, body-shift GAMES, body-shift PRIZES HAVE.  
DAY, #FUN, BUSY (puff) WILL.

*English Translation:*

*I am very excited because this weekend my school is opening a new playground. The students all raised money to buy the new playground equipment. I was able to sell 750 chocolate bars to help raise money. The grand opening is Saturday morning at 10:00 o'clock. All of the students are invited to attend, and my friends and I are planning on going. There will be a big celebration with food, games and prizes. It will be great fun and a very busy day for us.*

**Question:** *Where is Peter going on Saturday?*

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↳ Checkpoint B credit  
↳ 4+1 Pathways credit

3. ASL Gloss:

**K-A-T-H-Y IX-right, POSS-her MOM SICK (nod), “well” she-HELP-MOM-left HOUSE CLEAN WANT.**

**FIRST (t), she-LOOK-AT, WINDOWS DIRTY, ICL: “grab bottle of Windex and spray on non-dominant CL:B that is facing palm out, then dominant CL:B wipe both sides of non-dominant CL:B”**

**NEXT (t), ENTER HOUSE, 2-hand LOOK++, WOW (puff) lots-to-#DO++, VACUUM ++, DISHES WASH++, DRY, PUT-AWAY++**

**FINISH (transition) K-A-T-H-Y THINK-ABOUT++ “ummm” GOOD-IDEA, IX-right, POSS-her MOM FAVORITE DINNER COOK MAKE WHAT (rhe-q),**

**List-2,**

- **R-O-A-S-T CHICKEN**
- **BAKE POTATO**

**DESSERT (t), CHOCOLATE C-A-K-E. ALL-DAY (ah), BUSY (puff)**

*English Translation:*

*Kathy would like to help her mother around the house because her mother is not feeling well. First, she decides to wash the windows both inside and outside because they are very dirty. Next, inside the house, there is still much work to be done. To start, she will do the vacuuming. Then she will wash, dry and put away the dishes. Finally, when she is done with all the chores, Kathy thinks that it would be a nice idea to prepare dinner for her mother. So, she will make her favorite meal: roast chicken with baked potatoes. For dessert, she will bake a chocolate cake! It is a very busy day for Kathy.*

**Question:** *Why did Kathy go to her mother’s house?*

Released examinations  
may NOT be used for:  
↳ Checkpoint B credit  
↳ 4+1 Pathways credit

#### 4. ASL Gloss:

**U-S ALL-OVER (ah) OLDEST PLACE, PEOPLE ASSEMBLE-TO, SIGHT-SEE, WHERE (rhe-q), A-U-S-A-B-L-E C-H-A-S-M (nod) THAT WHERE (rhe-q), NEW YORK STATE, CL:LL, hold CL:L with non-dominant hand, with dominant-NORTH, THEREABOUTS, A-D-I-R-O-N-D-A-C-K MOUNTAINS (nod). A-U-S-A-B-L-E C-H-A-S-M (t) FAMOUS WHY (rhe-q) body-shift-right THAT AREA LOOK-LIKE point-far-left (ah) ARIZONA, YOU-KNOW (t) G-R-A-N-D C-A-N-Y-O-N THAT (nod). “well” FAMILY, ASSEMBLE-TO (right) LOOK ++ (ah), many-things-#DO++, MANY EVENT (nod).**

**LIST 4:**

- **HIKE**
- **SWIM**
- **RIVER, CL: B “river”, CL: 2 “walk next to river”, eye gaze up right WATERFALL (nod)**
- **WATER, CL:B “wiggle”, CL:LL, T-U-B-E, CL:BENT V on CL:LL “move down river”, LOOK-2 hands “back and forth”, BEAUTIFUL (nod)**

**Body-shift left CHILDREN, body-shift right PARENTS (t) LOOK ++ (ah), WOW, MANY things-to-#DO ++, COOL (nod).**

*English Translation:*

*Ausable Chasm is well known as the Grand Canyon of New York state. It is situated in the north of the state in the northern Adirondack Mountains. Established in 1870, Ausable Chasm is the oldest attraction in the United States. There, you can find spectacular adventures for the entire family, such as hiking, swimming, and floating on the river. The children in the family can marvel at the power of Mother Nature. You can stroll the paths that follow the river or you can see the magnificent waterfalls. There is something for everyone!*

**Question:** *Why would someone want to visit Ausable Chasm?*

Released examination  
may NOT be used for:  
→Checkpoint B credit  
→4+1 Pathways credit

5. ASL Gloss:

E-T-H-A-N (t), NOW HOUSE ROOF IX-up-roof (t) ECL:4++ “leaking”, E-T-H-A-N, SPEND MONEY IX-up-roof #FIX, DON’T-WANT, PREFER NEW HOUSE BUY. CITY LIFE, body-shift #APT BUILDING CL:BB++ “depict tall buildings”, LIFE very-BUSY (puff), two-handed CL:55 “show streets crowded with people”, DON’T-LIKE (nod)

IX-he DREAM WHAT (rhe-q), LIVE IX-right (ahh) COUNTRY. WANT HOUSE (cha), FARM, LAND-all-over, PEOPLE LIVE NEXT-TO-left, NEXT-TO-right FEW (oo). FUTURE, IX-he WANT WHAT (rhe-q) G-A-R-D-E-N CL:bent LL (cha), GROW++ body-shift #VEG, body-shift FLOWERS, MAYBE ANIMALS SMALL (oo) RAISE, TAKE-CARE-OF.

*English Translation:*

*The roof on Ethan’s current house is beginning to leak and, rather than spend the money to repair it, Ethan would love to buy a newer house. He really doesn’t like city living with high-rise apartment buildings. City life is too busy for him. His dream is to live in the country in a large house, located in a rural community with lots of land and only a few neighbors. Ideally, he would like to have a huge vegetable garden, a flower garden and maybe even raise some small animals.*

**Question:** *Where would Ethan most prefer to live?*

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may NOT be used for:  
↳ Checkpoint B credit  
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6. ASL Gloss:

R-O-B -I-N, #BANK (t) GO-TO-left, MONEY WITHDRAW, WHY (rhe-q), THIS-SATURDAY, CHILDREN BRING Z-O-O (t) WANT. 8:30 MORNING (t) R-O-B-I-N-ARRIVE <RS> CL: 1 “walk up to door and try to open it” WRONG (ab), #BANK CLOSED, OPEN 9:00, <rs> OH-I-SEE, #DO (rhe-q), over-there-right P-A-R-K, CL:1 “walk over and sit” CL:bent V. WAIT++, CELL PHONE ICL: “take out and scroll through phone” N-E-W-S, ICL “scroll through”. FINISH (fish), TIME 9:00 (t), CL:1 “walk back to bank and try to open the door again”, STILL CLOSED. WAIT ++ CAN’T, WHY (rhe-q) WORK LATE, DON’T-WANT. #DO++ (rhe-q), DECIDE WORK FINISH, #BACK-to-bank-left MONEY WITHDRAW WILL.

*English Translation:*

*Robin went to the bank to withdraw money because she wants to take her children to the zoo Saturday. She arrived at the bank at 8:30 but the bank didn't open until 9:00. So, she decided to wait in the park across the street. She read the news on her cellphone for 30 minutes. At 9:00, she went back to the bank but it was still closed. She couldn't wait any longer because she was going to be late for work. So, she decided to return to the bank again after work in order to withdraw money for the zoo trip.*

**Question:** *Why did Robin need money?*

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7. ASL Gloss:

PAST-MONTH (t) S-O-P-H-I-A IX-right-she, TOUCH FINISH WHERE? (rhe-q), I-T-A-L-Y, SIGN ITALY (nod). POSS-right-her, SCHOOL CLASS, GROUP move-to-left (puff), TOWN, SIGHT-SEE, MANY (nod)

LIST 3:

- M-I-L-A-N
- R-O-M-E
- N-A-P-L-E-S (nod)

point-to-thumb-Milan (ee), 2 hand-LOOK++ (ah), WHAT (rhe-q), CHURCH, FAMOUS, CL:CC-church, LOOK-LIKE WEDDING C-A-K-E (nod).

point-to-index-Rome, SIGHT-SEE (puff), ROMAN R-U-I-N-S, YOU-KNOW (t), C-O-L-O-S-S-E-U-M, WOW, 2 hand-LOOK++ (oo).

point-to-middle-Naples, FAVORITE, IX- right-she, KISS-FIST (happy), WHY (rhe-q), EAT++, #PIZZA (nod). #PIZZA, IX-center-Naples, MAKE, LONG-AGO (puff), FOR QUEEN, EAT ++ (nod).

S-O-P-H-I-A, IX-right-she, #PIZZA, KISS-FIST, EAT++, WHY (rhe-q), crust-CL:G “oo”, COOL (nod).

body-shift-left EAT++, body-shift-right TRAVEL, SIGHT-SEE-move left to right, IX-right-she ENJOY (nod).

*English Translation:*

*Last month, Sophia went on a school trip to Italy. Her class visited many Italian cities. In Milan, they visited the famous cathedral that looks like a wedding cake! In Rome, she admired all the Roman ruins, especially the Colosseum. Her favorite city was Naples which was the birthplace of modern pizza. This dish was created for the Queen as a snack on her journey to the south. Sophia loved eating the pizza because she liked the thin crust. She really enjoyed her trip to Italy, especially the food!*

**Question:** *What part of her trip did Sophia like the best and why?*

8. ASL Gloss:

**OLDER PEOPLE (t), TEND-TO (pey), SIT++ “for a long time” (puff), WHY (rhe-q), EXERCISE (t), NOT ENOUGH (neg). RESEARCHER (t), COMMENT, TOO-LATE EXERCISE (t), NEVER (neg).**

**PEOPLE, shift-right GROUP, IX-they (t), RETIRE, IF IX-they, MOVE, EXERCISE, MINIMUM, 4 TIME, WEEK (nod), ABLE, shift-left WALK, shift-right CL:bent V “walk upstairs”, IMPROVE (nod), 12-28 PERCENT, WOW (nod).**

**SOME IX-right-they, PEOPLE (t), IX-right-they ICL: “walk with cane and toss away”, NOT NEED (neg). SOME IX-right-they, JOIN SPORT, PLAY++ (nod). LAST (t), PEOPLE shift-right GROUP, IX-right-they, WHO EXERCISE OFTEN (nod) BECOME INTEREST, shift-right-JOIN OTHER many-activities-#DO+++ (nod).**

*English Translation:*

*It is the lack of exercise that keeps older people in their arm chairs. Researchers say that it is never too late to get in good form. Retired people who regularly are active or perform some type of physical exercise at least four times a week improve by 12 to 28 % their capacity to walk easily and to climb stairs. Certain older people are able to abandon the use of their canes and can even participate in some sports. Finally, all those who exercise regularly show an increased interest in other activities.*

**Question:** *According to this passage, how can older people stay in good form?*

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9. ASL Gloss:

<rs> HEY, ME NEED HELP. HELP-ME PLEASE. NEXT-WEEK, ME, MY FAMILY GO VACATION, WHERE (rhe-q) F-L-A DISNEY WORLD. KNOW++ YOU ANIMALS LIKE (nod). HEY, DON'T MIND ME GONE, MY DOG 2, SMALL, SMALL (oo) you-TAKE-CARE-OF?. EVERYDAY MUST those-two, "walk on leash", shift-body FEED, WATER CL:bent LL "give to them". KEY ENTER MY HOUSE, LEAVE WHERE (rhe-q), MAILBOX. PLEASE FOR ME HELP? "sign of relief" THANK YOU++!!

*English Translation:*

*I need your help, please. Next week, I am going on vacation with my family to Disney World in Florida. I know that you like animals. So, would you be able to watch my two little dogs for me during my absence? Every day, it is necessary to walk them and feed them. Also, they will need fresh water. I will leave the keys in the mailbox for you so that you can enter the house. Can you do this favor for me, please? I will be very grateful.*

**Question:** *What is your friend asking you to do for him/her?*

10. ASL Gloss:

THIS-WEEKEND (t) H-A-R-P-E-R (t), POSS-her FAMILY CAMPING TRIP GO-TO. WHERE (rhe-q) L-A-K-E IX-far-right (ah) C-A-T-S-K-I-L-L MOUNTAINS. H-A-R-P-E-R IX-right, POSS-her FRIEND IX-left CAMP, FISH KISS-FIST. INVITE-her TO-JOIN-right. IX-right-she EXCITED.  
<rs> eye gaze left, HEY FRIEND, HEY WARN++ CAMP NOW TIME YEAR, WOW, MOSQUITO WOODS++, BAD. YOU MUST BUG ICL: "spray arm" BRING. IF BUG ICL: "spray on arm" NONE, BUG CL: bent 1 "show biting both arms" ITCH++ "on arm" HURT++, AWFUL (puff).  
H-A-R-P-E-R DECIDE WHAT (rhe-q), PACK++ BUG spray, body-shift SUN ICL: "lotion-rub on arm" FOR TWO-OF-THEM

*English Translation:*

*Harper's friend loves to go fishing and camping, so, she invited her to go with her this weekend. Her family bought a new tent and they are going to a lake in the Catskill mountains to camp out. Harper is very excited but warns her friend that she must bring bug spray because the mosquitoes are very bad in the woods this time of year. If she doesn't have protection against biting insects, she will be bitten often and bug bites hurt and itch. To be safe, Harper is going to pack both bug spray and sunscreen for her and her friend to use.*

**Question:** *According to the passage, what does Harper warn her friend about regarding camping trips at this time of year?*

## This is the end of Part 3A.

### **Directions for Part 3B – Interpreting Advertisements – 10 points**

(Questions 11-15) In this part of the examination, students will find five (5) pictures with little to no accompanying text. The exam administrator will sign a short narrative associated with the picture. The narrative may be signed by a New York State certified teacher of American Sign Language, a heritage signer, a certified interpreter, or an otherwise fluent signer of American Sign Language. Students will answer one (1) associated multiple choice question, written in English, per picture. There are a total of five (5) multiple choice questions in Part 3B.

The exam administrator is to sign the passage in ASL or play a pre-recorded video of the signed passage (if available). The passage is provided in both ASL gloss to aid signers as well as in English for reference purposes.

The exam administrator will sign each narrative provided two times. The exam administrator will pause for one minute between each signing to allow students to take notes in the margin of their *Student Examination Booklet*. After the second signing, the exam administrator will pause for one additional minute to allow the student to read the question/answer choices in their *Student Examination Booklet* and to select the best answer based on the narrative that was signed to them. All student responses must be bubbled in the *Student Answer Booklet*. Student notes/responses found in the *Student Examination Booklet* are not eligible to be scored.

### 11. ASL Gloss:

**EVERY-YEAR IX-right A-D-A-M, BLOOD GIVE/DONATE (with 2 hand X handshape), WHY (rhe-q) POSS-his BLOOD TYPE O, “reference by pointing at O” A-L-L “sweep from right to left” CAN USE.**

**A-D-A-M IX-right TALL (cha) 6’0”. WEIGHT (t) SATISFY MINIMUM (mm), PERFECT.**

**SOMETIMES, IX-right CL:V palm up “lay down on” CL: B palm down “bed”. ECL: 4 “show blood being drawn out”. HIT-ON-IT (pow) <rs> DIZZY. NEED STAY WAIT, SUGAR LEVEL-EQUAL, PERFECT. STRANGE, THAT-right FAVORITE PART WHY (rhe-q) FINISH (fish) body-shift EAT COOKIES, body-shift JUICE DRINK. IX-right ALWAYS APPLE JUICE PICK. BLOOD GIVE FINISH (fish), SOMETIMES IX-right STAY two-hand VOLUNTEER HELP++ circle-right-to-left.**

**ALL-DAY FINISH (fish), CL:bent LL “put on left chest to show shape of sticker”, STICKER “put on left chest”. (sign in quotes) “THANK YOU FOR GIVE”**

*English Translation:*

*Once a year, Adam donates blood because he has a universal blood type. Adam is 6 feet tall and just meets the minimum weight requirement to be a donor. Sometimes, when he donates blood, he becomes lightheaded and dizzy which requires him to stay longer at the collection site to be sure that his blood sugar levels are normal before leaving. Oddly enough, this is his favorite part of giving blood because he gets to snack on cookies and juice. Adam always chooses the apple juice. Once his donation is complete, he will sometimes stay and volunteer to help others. At the end of the day, Adam receives a sticker saying “Thank you for Donating”.*

**Question:** *According to this passage, what is Adam’s favorite part of participating in*

*a blood drive?*

12. **ASL Gloss:**

**F-R-A-N-K, IX-right-he (t), TOWN LIBRARY, IX-right-he, GO-TO (nod), WHY (rhe-q), IX-right-he, SCHOOL RESEARCH PAPER, TYPE, WORK++ (nod). IX-he, RESEARCH WHO (rhe-q), POSS-his FAVORITE RUNNER, NAME U-S-A-I-N B-O-L-T (nod).**

**U-S-A-I-N IX-left-he, FROM WHERE (rhe-q) J-A-M-A-I-C-A (nod). POSS-left-his LIFE, GROW-UP (puff), WOW RUN++(nod). NOW (t), IX-left-he RETIRE (nod). IX-left-he FAMOUS WHY (rhe-q)**

**LIST 3 WORLD RECORD:**

- 100 METER
- 200 METER
- 4 B-Y 100 R-E-L-A-Y (nod)

**point-to-thumb (ee) RECORD, HOW-OLD (rhe-q) Age 32 (nod). point-to-thumb, TIME ZOOM-go (oo), 9 S-E-C, WOW (puff) (nod).**

**PEOPLE 2-hand-LOOK-UP-to-him-left. IX-left-he WOW-2 hands, BEST, ZOOM RUNNER UP-TO-NOW (nod).**

*English Translation:*

*Frank was doing a school research paper about his favorite runner. When he arrived at the town library, he looked-up Usain Bolt. He is a retired sprinter from Jamaica. He is a world record holder in the 100 meters, 200 meters and 4 x 100 meters relay. Usain has been a runner his entire life. At the age of 32, he holds a world record for the 100-meter dash at 9 seconds! Amazing! Usain Bolt is perceived to be the greatest sprinter of all time.*

**Question: Why is Frank researching this athlete?**

13. ASL Gloss:

**COPY MACHINE (t), YOU ICL: “tap button” PRINT, WAIT, THINK FIRST (nod). ICL: “tap button” PRINT, EASY (puff) (nod). B-U-T (t) PAPER WASTE (nod). “wait a minute”, FIRST, THINK, ASK-YOU, YOURSELF PRINT MUST, Question Mark Wiggle? IF ANSWER YES (t), FINE, GO-AHEAD ICL: “tap button”, PRINT DOUBLE-SIDED (nod). DOUBLE-SIDED, EASY WAY SAVE PAPER (nod). PAPER REDUCE (t), 50 PERCENT (nod).**

**NEXT (t), TECHNOLOGY SEIZE-THE-OPPORTUNITY (nod). HELP-YOU SAVE PAPER (t), HOW (rhe-q) USE, shift-left SEND EMAIL, shift-right INTERNET (nod). THOSE-TWO-THINGS (t), ALSO EASY WAY SAVE, shift-left TIME, shift-right MONEY (nod). LAST, PAPER (t) USE AGAIN, IF CAN (nod). ALSO, MOST IMPORTANT (t), PAPER FINISH (t), THROW-OUT RECYCLE (nod).**

*English Translation:*

*Think before you press the print button on your copier. Pushing the print button is too easy...and wasteful. So, the next time you are about to press that button, ask yourself the golden rule of saving paper: Do I really need to print this? If the answer is yes, then print on both sides of the sheet of paper. This is a really easy way of reducing your paper consumption by 50%. Next, take advantage of technology. Using electronic mail and the Internet can dramatically reduce paper use. It also saves time and money. Above all, reuse paper when possible and, most importantly, recycle it appropriately.*

**Question:** *What is this article promoting?*

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may NOT be used for:  
↳ Checkpoint B credit  
↳ 4+1 Pathways credit

14. ASL Gloss:

**PICTURE, picture-CL:B-palm to dominant side, on-picture-PAINT++, IX-picture, WOMAN, <rs> pose as woman, IX-picture, WOW-2 hands, MOST FAMOUS IN WORLD (nod). UP-TIL-NOW, 100 YEARS, PEOPLE, <rs> LOOK-AT “picture with amazement”.**

**POSS-painting-her, REAL NAME (t), DON’T-KNOW (neg). SOME PEOPLE NAME-move to painting, M-O-N-A L-I-S-A (nod). POSS-painting-her, NAME (t), DON’T-KNOW (neg). “well” DOESN’T-MATTER (mm) (neg).**

**ARTIST (t), WHO (rhe-q), KNOW (nod). NAME (t), L-E-O-N-A-R-D-O D-A V-I-N-I-C-I (nod). FEEL IX-right-he, <rs> CL:B-canvas, PAINT+++ (ah), WHEN (rhe-q), LONG-AGO (puff), 1503, THAT YEAR EXACT (rhe-q), “well”, NOT-SURE (neg). THAT PICTURE-left (t), picture-CL:B-palm to dominant side, on-picture-PAINT ++, CL:LL-picture, WHERE (rhe-q), MUSEUM, IX-far right (ah), P-A-R-I-S, NAME, L-O-U-V-R-E (nod).**

**THAT PICTURE-left (t), CL:LL-picture, IX-picture, TRUE-BUSINESS, FIRST, ORIGINAL Paint++, “well” DON’T-KNOW (neg) WHY (rhe-q), MANY PEOPLE COPY++, PAINT++, COPY++, HARD KNOW, WHICH, IX-few times left to right, FIRST (nod). ALSO, MANY MUSEUM, IX-they, ALL-OVER WORLD, BORROW++ (move right to left), SHOW-ALL (nod).**

*English Translation:*

*For centuries, people have admired her and her portrait is one of the most famous in the world. Her real identity is unknown. Some call her Mona Lisa and say that she is the wife of a rich Italian merchant. Even if her identity is unknown, her artist is very well known. It is the famous Leonardo DaVinci. Historians say that he painted the portrait in 1503, but the exact date is uncertain. Something even more curious about this portrait is that people are unsure if the painting that hangs in the famous Louvre museum in Paris is the real painting or simply a copy. The portrait has been copied so many times that it is nearly impossible to verify its authenticity. It has also been loaned numerous times to other large city museums around the world.*

**Question:** *According to this article, why don't we know if the painting in the Louvre is the original Mona Lisa?*

15. ASL Gloss:

**P-A-T-T-E-R-N-S, body-shift P-U-Z-Z-L-E-S, CHALLENGE, FIGURE-OUT, SOLVE, YOU ENJOY, Question Mark Wiggle?  
MATH MAJOR FUN! IMPORTANT  
LIFE GO-AHEAD/PROCESS, WITHOUT MATH, HARD (puff)  
MANY #JOB IX-they-sweep SEIZE-THE-OPPORTUNITY MATH, PROBLEM SOLVE, IMPORTANT SKILL  
FOR EXAMPLE - list 5, IX-these on non-dominant, #JOB (body shift the following list of items when explaining)  
BUSINESS, MONEY EXCHANGE  
ACCOUNTING  
STORE CASHIER  
CARPENTERS  
ENGINEERS  
COMPUTER TECH  
PLUMBING  
MATH TEACHERS  
RX MEDICINE STORE  
(reference by signing the IX-these list again)**

*English Translation:*

*Do you enjoy the challenge of searching out patterns and solving puzzles? Mathematics can be such a fun and valuable subject. It is difficult to go even one day without using your math skills. Math can be useful in any occupation. Problem solving is the essence of any career in math. Mathematical statistics are used to represent all phases of business transactions. A math education can lead to some of the most rewarding and satisfying careers. Math is used by accountants, cashiers, carpenters, engineers, computer technicians, plumbers, Math teachers, dieticians, pharmacists and many more.*

**Question:** *According to the passage, why is math a valuable course to study?*

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**This is the end of Part 3B.**

**Directions for Part 4A – Extended Length Passage – 10 points**

(Questions 16-20) In this part of the examination, a single extended-length narrative will be signed to students. The narrative may be signed by a New York State certified teacher of American Sign Language, a heritage signer, a certified interpreter, or an otherwise fluent signer of American Sign Language. They will answer five (5) questions based on the narrative. The narrative will be in the format of a story. The first three questions will require short answer responses; the last two questions are in multiple choice format. There are five (5) total questions in Part 4A.

The exam administrator is to sign the passage in ASL or play a pre-recorded video of the signed passage (if available). The passage is provided in both ASL gloss to aid signers as well as in English for reference purposes.

The exam administrator will sign each narrative provided two times. The exam administrator will pause for two minutes between each signing to allow students to take notes on the Part 4A: Notes pages of the *Student Examination Booklet*. After the second reading, the exam administrator will pause for an additional three minutes to allow the students to read the questions/answer choices in their *Student Examination Booklet* and to select the best answer based on the information that was signed to them. Questions 16-18 will require a short answer response from the student. Questions 19 and 20 are multiple choice. All student responses must be recorded in the *Student Answer Booklet*. Student notes/responses found in the *Student Examination Booklet* are not eligible to be scored.

**16-20. ASL Language Gloss:**

R-Y-A-N (t), IX-left-he BASKETBALL PLAYER SKILL (pow)  
POSS-his H.S. TEAM (t), IX-they-right, NAME-him TEAM CAPTAIN (nod).  
LAST-WEEK, FRIDAY GAME (t), PLAY++, SHOOT++, 35 POINTS (nod). POSS-his  
DREAM GOAL (t), WANT PLAY NBA (nod).

TODAY (t), GAME HAVE. 2 COLLEGE COACH IX-left, IX-right, COME-TO “one from left  
and one from right, both come to middle at same time” WATCH++ (mm).  
FIRST (t) IX-left, COLLEGE POSS-his FAVORITE WHAT (rhe-q), CALIFORNIA STATE  
UNIVERSITY. THAT COLLEGE body-shift left (t), SCHOOL/ACADEMIC, body-shift-right  
ATHLETIC PROGRAM (T), THOSE-TWO-programs, KISS-FIST, WONDERFUL.

LAST-YEAR SUMMER (t), R-Y-A-N GO-TO-left VISIT COLLEGE, COACH MEET FINISH  
(nod). TONIGHT(t), IX-left-he PLAY++, HOPE COACH LOOK-AT-ME, LIKE. WHY (rhe-q)  
WANT ACCEPT ENTER THAT COLLEGE.

ALSO POSS-his GRANDMOTHER, she-COME-TO TONIGHT. she-DRIVE-from right-to-  
center (puff) WATCH-GAME WILL. IX-left-she BASKETBALL KISS-FIST, POSS-his-left  
GAMES, GO-TO++ WATCH++

OF-COURSE, R-Y-A-N POSS-his PARENTS COME ALSO WILL. PARENTS TWO-OF-  
THEM-left, DON'T-WANT R-Y-A-N GO-TO-far-left CALIFORNIA STATE UNIVERSITY  
WHY (rhe-q) too-FAR (ahh) FROM HOME. TWO-OF-THEM PREFER IX-he GO-TO  
WHERE (rhe-q), UNIVERSITY OF C-O-N-N, WHY (rhe-q), NEAR HOME, BASKETBALL  
PROGRAM (t) WONDERFUL!

“well”, IF (cond) BOTH COLLEGE IX-left, IX-right, ACCEPT (t), R-Y-A-N, “umm” PICK CALIFORNIA STATE UNIVERSITY WILL. <rs> “Ryan acts nervous and anxious about parents reaction” PARENTS UPSET DON’T-WANT, “well” IX-left COLLEGE COACH, WOW! IX-he REALLY, KISS-FIST!

*English Translation (Not to be read to students)*

*Ryan is a very good player on his high school basketball team. His coach made him team captain. In last Friday’s game, Ryan scored 35 points. Ryan’s dream is to someday play for the NBA. Today, college coaches are coming to watch his team play. A coach from his favorite college, California State University, will be attending the game. Ryan loves the academic and athletic programs at this college. Last summer, he visited the college and he met the coach. Tonight, Ryan wants to impress this coach. He hopes to be admitted to the college. Additionally, his grandmother is traveling two hours to see him play tonight. She loves attending his games. His grandmother is one of his best supporters and really likes basketball. Of course, his parents will also be at the game, but they are not as excited about Ryan potentially attending California State University because it is too far away from home. They would prefer that he attend the University of Connecticut which is much closer to home and also has an excellent basketball program. Tonight, the University of Connecticut coach is also coming to watch him play. If Ryan is accepted at both colleges, he thinks that he will choose California State University. However, he doesn’t want his parents to be upset with his choice but he really liked the university and the coach at California State University.*

**Reminder:** After reading this passage for the second time, please instruct students to answer questions 16 through 20 in their *Student Answer Booklet*.

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## This is the end of Part 4A.

### **Directions for Part 4B – Written Summary – 8 points**

In this part of the examination, students will be signed a medium-length narrative. The narrative may be signed by a New York State certified teacher of American Sign Language, a heritage signer, a certified interpreter, or an otherwise fluent signer of American Sign Language. They will answer five (5) questions based on the narrative. The narrative will be in the format of a story. The first three questions will require short answer responses; the last two questions are in multiple choice format. There are five (5) total questions in Part 4A.

The exam administrator is to sign the passage in ASL or play a pre-recorded video of the signed passage (if available). The passage is provided in both ASL gloss to aid signers as well as in English for reference purposes.

Before beginning to sign/play the signing of the narrative, please ask the students to read the directions for this part of the exam. The directions can be found in their *Student Examination Booklets*. Once the students have read the directions on their own, read the directions to them aloud:

*Please turn to the “Part 4b Notes” page in your Student Answer Booklet.*

*In Part 4b you will be signed a medium-length passage. Your task is to write a paragraph to summarize the narrative.*

*The narrative will be signed for you in American Sign Language two times. You are encouraged to take notes after each signing. After the first signing, your exam administrator will pause for two minutes for you to write notes. After the narrative is signed a second time, you will be given time to write a paragraph to summarize the narrative.*

*You will be graded on your ability to understand and summarize the narrative that is signed. Your English grammar will not be graded. Your response must be written in the space provided for Part 4B in your Student Answer Booklet. Any notes/responses that are recorded in your Student Examination Booklet will be ignored by exam raters.*

*Do you have any questions?*

The exam administrator will sign the narrative provided two times. The exam administrator will pause for two minutes between each signing to allow students to take notes on the Part 4B: Notes pages of the *Student Examination Booklet*. After the second reading, the exam administrator will pause for an additional three minutes to allow students enough time to complete a paragraph-based summary of the narrative in their *Student Answer Booklet*. Student notes/responses found in the *Student Examination Booklet* are not eligible to be scored.

## ASL Gloss:

HELLO, MY NAME WHAT (rhe-q) G-A-B-R-I-E-L-L-E. ME AGE 20. NEXT-YEAR (t) ME COLLEGE GRADUATE WILL. NOW (t), ME LIVE HOME WITH PARENT. TWO-OF-THEM-left INFORM-ME, <rs-parents> NEXT-YEAR COLLEGE GRADUATE (t), MOVE-OUT NEED. <rs-Gabrielle> OH-I-SEE (tight lips). NOW (t), ME WORK++ PART-TIME RESTAURANT, WAITRESS. TIPS (t), MONEY COLLECT++ GOOD (nod), BUT, MONEY BUY, DEPOSIT-on-a HOUSE ENOUGH MONEY (t), NOT (neg).

MY BEST-FRIEND IX-right NAME C-A-R-L-Y, TWO-OF-US CHAT++, DECIDE GRADUATE (t), WE-TWO TOGETHER #APT, MONTHLY/RENT, LOOK-FOR #JOB, MONEY SAVE (nod).

TWO-OF-US COLLEGE DEGREE TEACHING++, MY DEGREE WHAT (rhe-q), S-S, ME FOCUS AMERICAN HISTORY. POSS-her-right DEGREE WHAT (rhe-q) SCIENCE, FOCUS BIOLOGY, body-shift CHEMISTRY. TWO-OF-US really-HOPE (ee) SAME #JOB SCHOOL. ALSO #APT SHARE, SAVE MONEY, LATER-ON (mm) “for a while” (nod)

TWO-OF-US ENJOY DO++ SAME-AS, WE CHAT++, GET-ALONG WELL! SHARE #APT TOGETHER (t), ENJOY, PERFECT! FUN. WILL!

*English Translation (Not to be read to students)*

*My name is Gabrielle. I am twenty years old and next year I will graduate from college. I live at home now but my parents say that I need to think about moving out after college graduation. I currently have a part-time job as a waitress at a local restaurant. Generally speaking, I make very good money in tips but not yet enough to put a down payment on a house. I talked to my best friend, Carly, and we have decided that after graduation, we can rent an apartment together and save money while we look for jobs in our respective fields. We will both graduate with teaching degrees. My degree will be in Social Studies, with a concentration in American History. Carly's degree will be in Science, with a specialty in Biology and Chemistry. Our hope is to be able to work together in the same school district and to share an apartment for several years while we save money. We have many common interests and we get along very well. Sharing an apartment will be ideal and fun for us.*

**Reminder:** After reading this passage for the second time, please instruct students to write a paragraph-based summary in their *Student Answer Booklet*.

**This is the end of Part 4B.**

### **Directions to Conclude Part 4B**

This is the conclusion of the written portion of the exam. Please collect all student answer booklets and continue on to Part 4C. Student responses to Part 4C must be video recorded.

### **Directions for Part 4C – Open-Ended Story – 8 points**

Student responses to Part 4C must be video recorded in a private setting. The recording area must be set up prior to the start of Part 3A. Directions that explain how the recording may be performed are described in the *ASL Manual for Administering and Scoring Parts 3 and 4* found on Buzz and the Oneida-Herkimer-Madison BOCES website at [www.oneida-boces.org/worldlanguages](http://www.oneida-boces.org/worldlanguages).

In Part 4C, each student will be signed the opening lines of an unfinished story. The narrative may be signed by a New York State certified teacher of American Sign Language, a heritage signer, a certified interpreter or an otherwise fluent signer of American Sign Language. Students will be required to sign the middle and conclusion of the story. Their response must be video recorded. This is the only task for Part 4C.

Once the student arrives at the recording area, the exam administrator will instruct the student to sign-in on the Part 4C: Student Sign-in Sheet. Part 4C must be administered separately to each student. Exam administrators must ensure that the other students cannot see the exam administrator signing the narrative or the students signing their responses.

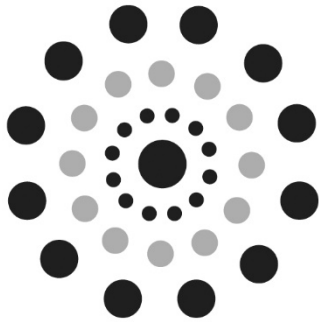
The exam administrator will sign the narrative or play the video of the signed narrative (if available) two times. The exam administrator will pause for two minutes between each signing to allow students to take notes. After the second reading, the exam administrator will pause for an additional three minutes to allow the student to 1) take any further notes and to 2) formulate their extension and conclusion to the story. Following the final three-minute planning period, instruct the student to stand on the spot marked for video recording (see *ASL Manual for Administering and Scoring Parts 3 and 4*) so that he/she may expand and conclude the story in ASL. When the student has completed the story, he/she must sign “Finish”. The student will have up to two minutes to record his/her response.

### **ASL Gloss:**

**NOW MONTH OCT WHERE (rhe-q), NY, NORTH, THERABOUT “spatial map”. OUTSIDE, WEATHER, PERFECT, AIR COOL (oo), PERFECT. THINK-ABOUT, DECIDE COOK 2-hand-EAT++, DELICIOUS, SATISFY (mm). ME INVITE++ “2 hand, from left and right” WHO (rhe-q), MY COUSINS “boy, girl”, body-shift AUNT, body-shift UNCLE, THEY, ASSEMBLE-TO “from both sides”, CELEBRATE FALL EAT DINNER. ME FOOD, PREPARE, COOK (puff). PROGRESS PERFECT. ALL-OF-SUDDEN (pow), PHONE RING “well” .....**

*English Translation (Not to be read to students)*

*It was October in upstate New York where the air was crisp and cool. It was perfect weather for making a hearty dinner. I decided to invite my cousins, my aunt and my uncle to have a festive fall dinner at my house. My meal preparations were progressing very well when suddenly, the phone rang, and . . .*



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