

# ASL Checkpoint A Examination Format

Effective June 2024

Part	Type of Task	Primary Description	Scoring Details	Total Point Value
<b>Parts 1-2 must be scored at least five (5) calendar days prior to the administration of Parts 3-4.</b>				
<b>Part 1</b>	Conversation/ Roleplay	<p><i>For each task, each student will randomly select a task option and engage in a signed conversation/roleplay based on the scenario in the task.</i></p> <p><b>2 tasks total:</b></p> <ul style="list-style-type: none"> <li>• (1) Student Initiated</li> <li>• (1) Teacher Initiated</li> </ul>	<ul style="list-style-type: none"> <li>• Each task is worth (10) points.</li> <li>• Each task requires (5) signings for the student and for the teacher.</li> <li>• Each signing by the student is worth (2) points.</li> </ul>	20 points
<b>Part 2</b>	Expressive Observation	<p><i>Each student will randomly select a picture that depicts a recognizable scene. The student will then sign (5) unique observations to <u>describe</u> the picture.</i></p> <p><b>1 task</b></p>	<ul style="list-style-type: none"> <li>• The task requires (5) signings by each student.</li> <li>• Each signing by the student is worth (2) points.</li> </ul>	10 points

Part	Type of Task	Primary Description	Scoring Details	Total Point Value
<b>Parts 3 and 4 must be administered on a single date and time as selected by each school district.</b> <b>The date must be one reserved by the NYS Education Department for the administration of normal regents examinations.</b>				
<b>Part 3</b>	Part 3A - Receptive Comprehension / <u>Printed Questions and Answers</u>	<p><i>One at a time, five videos of a signed passage will be played for students. Students will answer two multiple-choice questions per video. Printed in English, the questions and answer choices will both appear in the Student Examination Booklets.</i></p> <p><b>The (2) multiple-choice questions include:</b></p> <ul style="list-style-type: none"> <li>• (1) question that assesses comprehension of the signed passage.</li> <li>• (1) question that assesses Deaf culture that is embedded in the passage.</li> </ul>	<p><b>There are (10) questions in total.</b></p> <ul style="list-style-type: none"> <li>• There are (2) multiple-choice questions per video.</li> <li>• Each question is worth (2) points.</li> </ul>	20 points
	Part 3B - Receptive Comprehension / <u>Signed Questions and Printed Answers</u>	<p><i>One at a time, five videos of a signed passage and question will be played for students. An image associated with the passage will be printed in the Student Examination Booklets. Students will answer the multiple-choice question that is signed to them by selecting one of the answers choices that are printed in English.</i></p> <p><b>The multiple-choice question assesses comprehension of the signed passage.</b></p>	<p><b>There are (5) questions in total.</b></p> <ul style="list-style-type: none"> <li>• There is (1) multiple-choice question per video.</li> <li>• Each question is worth (2) points.</li> </ul>	10 points
	Part 3C - Receptive Comprehension / <u>Printed Questions and Picture-based Answers</u>	<p><i>One at a time, five videos of a signed passage will be played for students. Printed in English, students will answer one multiple-choice question by selecting a picture-based answer choice that is printed in the Student Examination Booklets.</i></p> <p><b>The multiple-choice question assesses comprehension of the signed passage.</b></p>	<p><b>There are (5) questions in total.</b></p> <ul style="list-style-type: none"> <li>• There is (1) multiple-choice question per video.</li> <li>• Each question is worth (2) points.</li> </ul>	10 points

Part	Type of Task	Primary Description	Scoring Details	Total Point Value
Part 3 (continued)	Part 3D - Receptive Comprehension / <u>Structured Response Summary</u>	<p><i>A video of a longer length signed narrative will be played for students. Students will summarize the narrative in writing.</i></p> <p><b>Students are expected to provide the following information in their summary:</b></p> <ul style="list-style-type: none"> <li>• a statement that encapsulates the main idea of the story.</li> <li>• descriptions of the main characters in the story.</li> <li>• a statement that identifies the central issue in the story.</li> <li>• list two <i>important</i> details - in sequential order - that further describe or explain the central issue.</li> <li>• resolution of the central issue.</li> </ul>	<p><b>Students will summarize one longer length narrative:</b></p> <ul style="list-style-type: none"> <li>• Main Idea (1) point</li> <li>• Main Character(s) (1) point</li> <li>• Central Issue (2) points</li> <li>• Important Detail 1 (2) points</li> <li>• Important Detail 2 (2) points</li> <li>• Resolution (2) points</li> </ul>	10 points

Part	Type of Task	Primary Description	Scoring Details	Total Point Value
Part 4	Part 4A - Cultural Comparison #1	<p><i>Students will be provided with two stimuli associated with a singular theme that relates to Deaf culture. The theme will be provided. Stimuli may include any combination of pictures, narratives, and/or videos<sup>1</sup>. Each student will compose a written response, in English or in their native language, that compares the two stimuli.</i></p> <p><b>Possible comparisons include:</b></p> <ul style="list-style-type: none"> <li>• Deaf vs mainstream American culture</li> <li>• Modern vs historical Deaf culture (change over time)</li> <li>• American Deaf culture vs foreign Deaf culture</li> <li>• Deaf vs deaf culture</li> </ul> <p><b>To compare the stimuli, students will need to:</b></p> <ul style="list-style-type: none"> <li>• identify (1) similarity between the two stimuli that is associated with Deaf culture</li> <li>• explain how the similarity shows a common need between Deaf and hearing people.</li> <li>• identify (1) difference between the two stimuli that is associated with Deaf culture</li> <li>• explain how the difference shows a unique need of Deaf people.</li> </ul>	<p><b>Students compose a response that includes:</b></p> <ul style="list-style-type: none"> <li>• (1) Similarity (2) point</li> <li>• (1) Explanation (3) points</li> <li>• (1) Difference (2) point</li> <li>• (1) Explanation (3) points</li> </ul>	10 points
	Part 4B - Cultural Comparison #2	<p><i>Students will complete the same task as Part 4A but with a new set of stimuli to compare.</i></p>		10 points

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

# ASL Checkpoint A Examination Exemplars

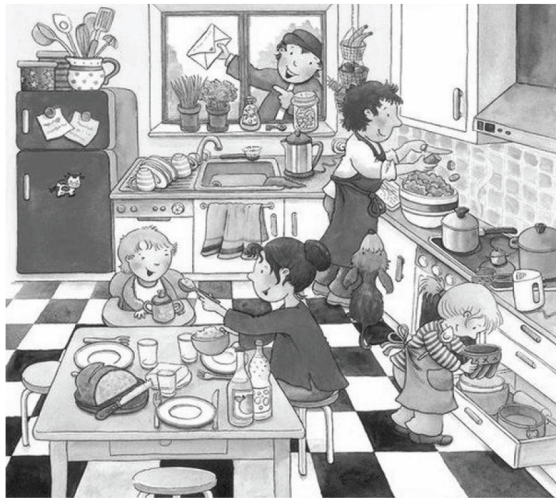
## Part 1: Conversation/Roleplay Exemplars

Teacher Initiated	Student Initiated
[Teacher Initiated] I am a new student in your ASL class. We are talking about classes that we like and why we like them. I will start the conversation.	[Student Initiated] I am a doctor in your area. You do not feel well and you have come to my office. You start the conversation.
[Teacher Initiated] I am your ASL teacher. I will start the conversation by telling you that I am going to give you homework over the weekend. You let me know how you feel about that. I will start the conversation.	[Student Initiated] I am your Deaf friend and we are planning to go out somewhere together. You do not like the clothes that I am wearing. Try to convince me to wear something else. You start the conversation.
[Teacher Initiated] I am your friend. I have a birthday present waiting for you at my house. Try to find out what it is. I will start the conversation.	[Student Initiated] I am your ASL teacher. You have just made a new friend from a neighboring town. You want to tell me how you feel about your new friend. You start the conversation.

# ASL Checkpoint A Examination Exemplars

## Part 2: Expressive Observation Exemplars

### Option 1



(3) adults, (1) child, (1) baby, Counter, Knives, Salad, Stove, Pots, Dog, Bowls, Drawer, Rolling pin, Handmixer, Exhaust fan, Cabinet, Towel, Dishes, Coffee pot, Cleaning brush, Mailman, Letter, Plants, Hanging fruit basket, Dishwasher, Soap dispenser, Refrigerator, Magnets, Notes, Jars, Utensil holder, High chair, Sippy cup, Bread, Plates, Glasses, Silverware, Baby food, Bottles, Butter, Sink

*Mungfali, . [2016, January 20]. Puzzle mi día. Juguete para niños con problemas de Motricidad, juguete adaptado para niños con problemas de Motricidad. Pinterest.es. Retrieved March 8, 2023, from <https://mungfali.com/post/F031DB183E8F0DA796AF27D6C8394E313C35CE79>*

### Option 2




(1) adult, (1) teenager, (5) children, Balloons, Party hats, Gifts, Birthday cake, Candles, Crown, Bushes, Address sign, Picture of mountains

*Bildbeschreibung B1 [2023]. Deutsche Lernen Online. Retrieved February 23, 2023, from <https://dschule.de/bildbeschreibung-b1-pdf/>*

# ASL Checkpoint A Examination Exemplars

## Part 3: Receptive Comprehension

Part of the Exam	Stimulus	Question
<b>Part 3A - Receptive Comprehension / <u>Printed Questions and Answers</u></b>		<b>1. According to the passage, why was Rachel worried?</b> <ol style="list-style-type: none"> <li>1. She was afraid that the chat would be canceled due to the weather.</li> <li>2. She did not find any new dresses she liked at the shopping center.</li> <li>3. She was nervous that the people at the chat would not welcome her.</li> <li>4. She was not able to find a local Deaf Coffee Chat on her cell phone.</li> </ol>
		<b>2. Why did Rachel choose to attend a Deaf Chat?</b> <ol style="list-style-type: none"> <li>1. She wanted to socialize with members of her new Deaf community.</li> <li>2. She wanted to attend a cultural event for only the Deaf.</li> <li>3. She wanted to support a fundraiser for her new school for the Deaf.</li> <li>4. She wanted to attend a Deaf Karaoke night at the restaurant.</li> </ol>

Part of the Exam	Stimulus	Question
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**Part 3B - Receptive  
Comprehension / Signed  
Questions and Printed  
Answers**



Choose the option that best answers the question based on your understanding of the narrative that was signed to you.

1. eating cookies and apple juice
2. volunteering to help others
3. receiving a sticker and t-shirt
4. just being able to donate at all

Latham, K. (2022, July 13). Give the Gift of Life. Cordell Memorial Hospital.  
[https://cordellmemorialhospital.com/wp-content/uploads/2022/07/290714421\\_729818761484346\\_2718374690101586531\\_n.jpg](https://cordellmemorialhospital.com/wp-content/uploads/2022/07/290714421_729818761484346_2718374690101586531_n.jpg)



**Part 3C - Receptive Comprehension / Printed Questions and Picture-based Answers**

YouTube

11. What is Mary Jane inviting you to do?



1



2



3



4

Boy Throwing Frisbee Item: 2001-7409 (2023). (Digital Image). CREATIVE FOR KIDS. <https://www.creativeforkids.com/boy-throwing-frisbee.html>

Toys on the beach cartoon colored clipart (2023). (Digital Image). Freepik. Retrieved February 23, 2023, from [https://www.freepik.com/premium-vector/toys-beach-cartoon-colored-clipart\\_25684049.htm](https://www.freepik.com/premium-vector/toys-beach-cartoon-colored-clipart_25684049.htm)

Picnic Clipart #10833 (2023). (Digital Image). Clipartix.com. Retrieved February 23, 2023, from <https://clipartix.com/picnic-clipart-image-10833/>

Cycling Cliparts #74861 (n.d.). (Digital Image) Clipart Library. Retrieved February 23, 2023, from <http://clipart-library.com/clipart/566128.htm>

YouTube

14. Where does Emilio prefer to go on vacation?



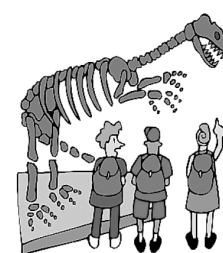
1



2



3




4

Cattle on the Farm clipart. Free download transparent .PNG | Creazilla. (n.d.). <https://creazilla.com/nodes/36634-cattle-on-the-farm-clipart>

City Landscape Cliparts #2800141 (n.d.). (Digital Image). Clipart Library. Retrieved April 3, 2023, from <http://clipart-library.com/clipart/975156.htm>

Camping Clipart #3570 (2023). Clipartix. Retrieved May 9, 2023, from <https://clipartix.com/camping-clipart-image-3570/>

Museum Tour Cliparts #2477841 (2023). (Digital image) Clipart Library. Retrieved February 23, 2023, from <http://clipart-library.com/clipart/1872225.htm>

<b>Part 3D - Receptive Comprehension / Structured Response Summary</b>		<i>See below for suggested acceptable and unacceptable responses from students.</i>
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Sample 1			Sample 2		
<b>This story is about</b>	<ul style="list-style-type: none"> <li>A race between a hare and a tortoise.</li> </ul>	<i>1 point</i>	<b>This story is about</b>	<ul style="list-style-type: none"> <li>Hare and tortoise</li> </ul>	<i>0 points</i>
<b>Main Characters</b>	<ul style="list-style-type: none"> <li>A hare and tortoise</li> </ul>	<i>1 point</i>	<b>Main Characters</b>	<ul style="list-style-type: none"> <li>Hare and dog</li> </ul>	<i>0 points</i>
<b>Central Issue</b>	<ul style="list-style-type: none"> <li>Friends decided to race each other.</li> </ul>	<i>1 point</i>	<b>Central Issue</b>	<ul style="list-style-type: none"> <li>Hare was faster</li> </ul>	<i>0 points</i>
<b>Important Detail 1</b>	<ul style="list-style-type: none"> <li>The hare ran ahead early in the race.</li> </ul>	<i>1 point</i>	<b>Important Detail 1</b>	<ul style="list-style-type: none"> <li>Hare was angry</li> </ul>	<i>0 points</i>
<b>Important Detail 2</b>	<ul style="list-style-type: none"> <li>The hare took a nap.</li> </ul>	<i>1 point</i>	<b>Important Detail 2</b>	<ul style="list-style-type: none"> <li>Tortoise ran faster near the end of the race</li> </ul>	<i>0 points</i>
<b>Resolution</b>	<ul style="list-style-type: none"> <li>The tortoise won the race</li> </ul>	<i>1 point</i>	<b>Resolution</b>	<ul style="list-style-type: none"> <li>Both finished the race</li> </ul>	<i>0 points</i>

# ASL Checkpoint A Examination Exemplars

## Part 4: Cultural Comparison

**Directions:** For Part 4A and Part 4B, carefully examine the stimuli provided. Answer the following prompts in your *Student Examination Booklet* by comparing the similarities and differences and providing an explanation for each.

### Part 4A: Cultural Comparison #1

**Theme:** Social Dining Experiences

**Prompts:**

- Identify a similarity in the expected experiences between Deaf and hearing in the scenes.
- Explain how the similarity shows a common need between Deaf and hearing people.
- Identify a difference in the expected experiences between Deaf and hearing people in the scenes.
- Explain how the difference shows a unique need of Deaf people.

## Stimulus A



Nitin B., & Nitin B. (2021, May 27). Run by the deaf, this unique Hyderabad restaurant serves sign language lessons too. *The News Minute*. <https://www.thenewsminute.com/telegana/run-deaf-unique-hyderabad-restaurant-serves-sign-language-lessons-too-71871>

## Stimulus B



Winston, D. (2018, February 12). Candle Light Wedding. *Pinterest*. Retrieved December 11, 2023, from <https://www.pinterest.com/pin/450571137712640630/>