

BU CENTER FOR THE ASSESSMENT OF SIGN LANGUAGE INTERPRETATION (CASLI) PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

<https://bucasli.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

SAMPLE

- 1. What is the best approach when working with an oral deaf individual?**
 - A. Speak loudly
 - B. Use sign language only
 - C. Mouth the words clearly without exaggerating the words
 - D. Avoid eye contact
- 2. During a particularly boring assignment, the Deaf client tries to strike up a conversation and becomes irritated when you do not participate. What is an appropriate response?**
 - A. Inform him you will chat with him at the break or after the assignment
 - B. Engage in conversation immediately
 - C. Tell him to be quiet
 - D. End the session
- 3. Which tenet addresses professional conduct in interpretation?**
 - A. Tenet 1 Accessibility
 - B. Tenet 2 Confidentiality
 - C. Tenet 3 Conduct
 - D. Tenet 4 Impartiality
- 4. Which factor is most important when selecting an interpretation approach for a session?**
 - A. The specific interpreting situation
 - B. The interpreter's mood
 - C. The weather
 - D. The client's preferences
- 5. Educational interpreters should have access to a child's IEP.**
 - A. True
 - B. False
 - C. Only with parental consent
 - D. Only if required by policy

- 6. Are topic-related preparation and review of subject matter and ASL signs part of every interpreting assignment?**
- A. Only for medical settings
 - B. False
 - C. True
 - D. Sometimes
- 7. Which statement best reflects professional conduct when a colleague consistently arrives late and does not want to start?**
- A. Interpreters demonstrate respect for colleagues, interns, and students of the profession
 - B. They should ignore it
 - C. They should gossip about the colleague
 - D. They should demand changes
- 8. The CPC tenet violation in the described scenario is which?**
- A. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation
 - B. Interpreters must always deliver verbatim transcripts
 - C. Interpreters should ignore the context
 - D. Interpreters are free to deviate to simplify
- 9. When you are teaming but you are currently the 'off' interpreter, you should:**
- A. Ignore your team
 - B. Leave the assignment
 - C. Take over as primary interpreter
 - D. Be attentive to your team and provide feedback
- 10. PL 93-112 the Rehab Act of 1973 did what?**
- A. Created new schools for the Deaf
 - B. Regulated sign language interpretation
 - C. Decreased funding for accessibility
 - D. Gave rights to people with disabilities in any agency that receive federal funding

Answers

SAMPLE

1. C
2. A
3. C
4. A
5. A
6. C
7. A
8. A
9. D
10. D

SAMPLE

Explanations

SAMPLE

1. What is the best approach when working with an oral deaf individual?

- A. Speak loudly
- B. Use sign language only
- C. Mouth the words clearly without exaggerating the words**
- D. Avoid eye contact

When communicating with someone who is oral, the goal is to support understanding by clear, natural speech that is easy to lipread. The best approach is to mouth the words clearly without exaggerating your mouth movements. This gives the person clean visual cues for lipreading while keeping the conversation respectful and comfortable. Speaking loudly isn't ideal because shouting can distort lip shapes and overwhelm the listener. Using sign language only isn't necessary if the person prefers to rely on spoken language, and it can overlook their current communication preference. Avoiding eye contact undermines connection and can make it harder to read cues, so maintain appropriate eye contact and face the person directly. If needed, you can add gentle repetition or rephrase to ensure understanding, keep a normal pace, and ensure good lighting and minimal background noise.

2. During a particularly boring assignment, the Deaf client tries to strike up a conversation and becomes irritated when you do not participate. What is an appropriate response?

- A. Inform him you will chat with him at the break or after the assignment**
- B. Engage in conversation immediately
- C. Tell him to be quiet
- D. End the session

Setting professional boundaries while staying responsive to the client's needs is the key idea here. When a Deaf client tries to strike up a conversation during a routine task, acknowledge their interest and offer a specific time to talk, like during a break or after the assignment. This approach shows respect for the client, keeps the session focused on the task, and preserves rapport by providing a clear plan for connection later. Engaging immediately would derail the task and can come across as unprofessional or inattentive to the client's needs. Telling them to be quiet shuts down the conversation and can harm trust and comfort. Ending the session abruptly cuts off support that the client may rely on.

3. Which tenet addresses professional conduct in interpretation?

- A. Tenet 1 Accessibility
- B. Tenet 2 Confidentiality
- C. Tenet 3 Conduct**
- D. Tenet 4 Impartiality

The main concept here is professional conduct in interpretation. This tenet specifically addresses how interpreters should behave in professional settings—maintaining integrity, respect, reliability, and appropriate boundaries with clients and colleagues. Conduct is the best fit because it targets the actual behavior and conduct guidelines interpreters must follow on the job, ensuring interactions are professional and ethical. The other tenets cover different aspects: accessibility focuses on making interpretation services available to those who need them; confidentiality protects the privacy of information shared during interpretation; impartiality ensures that interpretations remain unbiased and not colored by personal opinions or outside influences.

4. Which factor is most important when selecting an interpretation approach for a session?

- A. The specific interpreting situation**
- B. The interpreter's mood
- C. The weather
- D. The client's preferences

Choosing an interpretation approach depends on the specific interpreting situation—the setting, participants, topic, language pair, and modality. This context determines which method will most effectively convey meaning and support access for all parties. For example, in a fast-paced session where real-time information is essential, simultaneous interpretation often fits best because it keeps information flowing without pauses. In a one-on-one encounter such as counseling or interview work, consecutive interpretation can better capture nuance, tone, and details, allowing for clearer understanding and rapport. The interpreter also weighs topic complexity, vocabulary demands, and audience needs, adjusting the approach to preserve accuracy and cultural meaning within that particular context. Mood, weather, and even client preferences aren't the primary factors guiding the choice. Mood and weather don't define how information should be rendered, and while a client's preferences might influence some adjustments, the decision should be driven first by what will best ensure access and fidelity in the given situation.

5. Educational interpreters should have access to a child's IEP.

- A. True**
- B. False
- C. Only with parental consent
- D. Only if required by policy

Access to a child's IEP is essential because the IEP specifies the exact supports and services the student will receive, including the interpretation modality, accommodations, and related services. An educational interpreter must know these details to provide accurate, meaningful access to instruction and to coordinate with teachers and other service providers. With the IEP in hand, the interpreter can prepare for classes, interpret the appropriate content, and apply accommodations consistently across settings. This alignment helps ensure the student has equal access to learning and that the interpretation supports the goals and placement outlined in the plan. Privacy and professional ethics govern how information is shared, but interpreters who are part of the school team need access to implement the IEP effectively.

6. Are topic-related preparation and review of subject matter and ASL signs part of every interpreting assignment?

- A. Only for medical settings
- B. False
- C. True**
- D. Sometimes

Preparing topic-related material and reviewing subject matter and ASL signs for every assignment is essential. This preparation helps you understand the content you'll interpret, choose accurate terminology, and sign concepts in a way that fits the setting and audience. The topic you're interpreting can influence which signs are appropriate and how ideas should be represented, so taking time to review reduces the risk of misinterpretation and ambiguity. This applies across settings, not just medical ones, and supports correct vocabulary, glossaries, and cultural nuances. So the statement is true: you should prepare for every interpreting assignment.

7. Which statement best reflects professional conduct when a colleague consistently arrives late and does not want to start?

- A. Interpreters demonstrate respect for colleagues, interns, and students of the profession
- B. They should ignore it
- C. They should gossip about the colleague
- D. They should demand changes

Respect among colleagues guides how to handle a teammate who is consistently late and reluctant to start. The best approach is to demonstrate respect for colleagues, interns, and students of the profession by addressing the issue in a constructive, professional way. Talk privately with the colleague to understand their perspective, reinforce expectations for punctuality and collaboration, and explore solutions together. This models professional behavior and helps maintain a positive, functioning team. Ignoring the behavior, engaging in gossip, or demanding changes without discussion are not professional approaches. Ignoring issues can let problems fester; gossip damages trust and the work environment; and demanding changes without a respectful conversation can create defensiveness and conflict. By prioritizing respectful, direct communication and appropriate escalation if needed, you uphold professional standards and support the team.

8. The CPC tenet violation in the described scenario is which?

- A. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation
- B. Interpreters must always deliver verbatim transcripts
- C. Interpreters should ignore the context
- D. Interpreters are free to deviate to simplify

Interpreting professionally means tailoring your behavior and approach to fit the specific situation, including the setting, participants, language needs, and purpose of the encounter. This involves staying professional, respecting boundaries, maintaining confidentiality, and striving for accurate and respectful communication. You don't have to provide a word-for-word transcript in every case; instead, you aim to convey meaning and intent clearly while preserving nuance, register, and cultural context. This principle best matches the scenario because it centers on acting in a way that's appropriate for the interpreting context and avoids rigid, one-size-fits-all methods. Choosing to stick to a verbatim transcript ignores the need to adapt to the situation and can hinder communication. Ignoring context or trying to simplify by deviating can distort meaning and undermine accuracy and fairness.

9. When you are teaming but you are currently the 'off' interpreter, you should:

- A. Ignore your team
- B. Leave the assignment
- C. Take over as primary interpreter
- D. Be attentive to your team and provide feedback

In a teaming setup, the off interpreter stays actively connected to the active interpreter and the flow of the message. Their job is to monitor for accuracy, pace, and clarity, and to offer feedback that helps keep the interpretation faithful and smooth. By being attentive to the team and providing constructive input, you support better turn-taking, terminology decisions, and potential clarifications for upcoming segments. This collaborative stance keeps the message accessible to both Deaf and hearing participants and preserves the integrity of the interpretation. Ignoring the team, leaving the assignment, or abruptly taking over as primary disrupts this collaboration and isn't how teaming is meant to function.

10. PL 93-112 the Rehab Act of 1973 did what?

- A. Created new schools for the Deaf
- B. Regulated sign language interpretation
- C. Decreased funding for accessibility
- D. Gave rights to people with disabilities in any agency that receive federal funding**

The question is testing what PL 93-112, the Rehabilitation Act of 1973, achieved in terms of rights and accessibility. It established that programs and activities that receive federal funds cannot discriminate against people with disabilities and must provide reasonable accommodations so they can participate. That foundation means rights are extended to individuals with disabilities in any agency or program that receives federal funding. It's not about creating Deaf schools, regulating sign language interpretation specifically, or cutting funding. Instead, it set nondiscrimination and accessibility requirements that apply to federally funded entities, laying the groundwork for broader access initiatives, including the need for interpreters or other accommodations when requested.

SAMPLE

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://bucasli.examzify.com>

We wish you the very best on your exam journey. You've got this!

SAMPLE