

TEXES AMERICAN SIGN LANGUAGE (ASL) (184) PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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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

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- 1. Which pair illustrates the symmetry condition in sign language?**
 - A. MAYBE and CAN
 - B. JUMP and COLLEGE
 - C. THING and CHILDREN
 - D. STORY and POETRY
- 2. A declarative sentence in ASL can express which types of statements?**
 - A. Affirmative, negative, or neutral statements
 - B. Interrogative forms
 - C. Imperative commands
 - D. Exclamatory statements
- 3. How are approximate numbers or ages typically signed in ASL?**
 - A. Sign the number and add facial expression indicating approximation (e.g., around 50)
 - B. Sign approximate before the number
 - C. Use a separate sign for 'approximately' after the number
 - D. Show number with a hand shape change only
- 4. What are the components of the Level of the Linguistic System in ASL?**
 - A. Phonology, morphology, syntax, semantics, and pragmatics
 - B. Semantics and pragmatics only
 - C. Phonology and syntax
 - D. Morphology, syntax, semantics
- 5. Which term describes culturally appropriate interaction and the norms of conversation in ASL discourse?**
 - A. Discourse
 - B. Interlanguage
 - C. Interference
 - D. Eye gaze

- 6. Which term represents the irrational fear of fingerspelling?**
- A. Passive terms
 - B. Lexidactylophobia
 - C. Paraphrases
 - D. Fossilization
- 7. In ASL terminology, the non-dominant hand is described as what?**
- A. Strong hand
 - B. Weak hand, base hand
 - C. Dominant hand
 - D. Moving hand
- 8. Negation in signing is typically expressed by which cues?**
- A. Shake your head while signing the word
 - B. Use reversal of orientation for some signs
 - C. Frown while signing the word
 - D. All of the above
- 9. Which option correctly identifies a type of classifier?**
- A. Body
 - B. Numeral
 - C. Temporal
 - D. Adverb
- 10. What is interference in bilingual signing?**
- A. The signer's two languages intersect, resulting in linguistic intrusions from their first language.
 - B. A clean separation of two language systems during signing.
 - C. The process of translating signs into spoken language.
 - D. A failure to produce signs due to cognitive overload.

Answers

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

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Explanations

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1. Which pair illustrates the symmetry condition in sign language?

- A. MAYBE and CAN**
- B. JUMP and COLLEGE
- C. THING and CHILDREN
- D. STORY and POETRY

In sign language, the symmetry condition means that when two hands are used, they share the same handshape and move in a coordinated, mirror-like or parallel way. This bilateral balance creates a symmetrical sign. The pair MAYBE and CAN best demonstrates this because both signs involve similar shapes and movements on both hands, creating that balanced, mirrored effect across the body. The other pairs either rely on one hand, or involve mismatched hand shapes or movements, which do not exhibit symmetry in the same way.

2. A declarative sentence in ASL can express which types of statements?

- A. Affirmative, negative, or neutral statements**
- B. Interrogative forms
- C. Imperative commands
- D. Exclamatory statements

ASL uses sentence type and facial grammar to show how a statement is meant. A declarative sentence is used to state information. It can express affirmative statements, negative statements, or neutral statements. Negation is built into the declarative structure, so you can say something is not the case while still delivering it as a straightforward statement. In contrast, other forms serve different purposes: interrogative forms ask questions, imperatives give commands, and exclamatory statements convey strong emotion or emphasis. So a declarative sentence covers positive, negative, or neutral statements.

3. How are approximate numbers or ages typically signed in ASL?

- A. Sign the number and add facial expression indicating approximation (e.g., around 50)**
- B. Sign approximate before the number
- C. Use a separate sign for 'approximately' after the number
- D. Show number with a hand shape change only

Approximating a number or age in ASL is shown primarily through nonmanual markers rather than by changing the sign itself. You sign the number as you normally would, and then you add a facial expression or body cue to signal that it's not exact. A soft, rounded mouth shape, raised eyebrows, and a slight head tilt or other subtle facial cues convey the meaning of "around" or "approximately." This combination is clear and efficient: the exact number is understood, and the approximation is understood through the facial grammar. Using an explicit separate sign for approximate before or after the number is less natural in many contexts, and signaling with only a handshape change doesn't carry the nuance of approximation. So the most natural, common approach is to sign the number and attach appropriate facial cues indicating approximation.

4. What are the components of the Level of the Linguistic System in ASL?

A. Phonology, morphology, syntax, semantics, and pragmatics

B. Semantics and pragmatics only

C. Phonology and syntax

D. Morphology, syntax, semantics

In ASL, the Level of the Linguistic System includes five interrelated parts: phonology, morphology, syntax, semantics, and pragmatics. Phonology covers how signs are built from distinct parameters—handshape, location, movement, and orientation—plus facial expressions and other non-manual cues that function as part of the sign's structure. Morphology looks at how signs can be modified or combined to convey additional meaning, such as derivational changes or indicating number or aspect through modification. Syntax is about the order of signs and how their arrangement communicates grammatical relationships, with non-manual signals often helping show questions, negation, or emphasis and guiding topic-comment structure. Semantics concerns the meaning of signs and sentences—the concepts conveyed and how sign choices map to those concepts, noting that iconicity can influence interpretation but does not replace linguistic meaning. Pragmatics focuses on language use in real communication—the social context, purpose, and how space and referents are managed to shape discourse. All five levels work together to describe how ASL communicates meaning.

5. Which term describes culturally appropriate interaction and the norms of conversation in ASL discourse?

A. Discourse

B. Interlanguage

C. Interference

D. Eye gaze

Discourse is the term that captures how conversation is organized and culturally appropriate in ASL. It covers how signers manage turns, introduce and shift topics, and use space and nonmanual signals—like eye gaze, facial expressions, and head movements—to communicate clearly and respectfully. Eye gaze is a key tool within ASL discourse for signaling attention and turn-taking, but it's a component of the broader discourse system rather than the overall concept itself. Interlanguage describes a learner's evolving language system between languages, and interference refers to cross-language influence on learning; neither describes the norms of ASL conversation.

6. Which term represents the irrational fear of fingerspelling?

A. Passive terms

B. Lexidactylophobia

C. Paraphrases

D. Fossilization

Understanding how word parts combine to form a term helps identify the right answer. A fear term is built by adding phobia to roots that describe what is feared. Here, "lexi-" relates to words or language, "dactyl" means finger, and "phobia" means fear. Put together, lexidactylophobia literally means fear of fingerspelling, which matches the question. The other terms don't convey a fear of fingerspelling: passive terms isn't a standard fear term; paraphrases refer to restating meaning; fossilization is a linguistic process where forms become fixed over time.

7. In ASL terminology, the non-dominant hand is described as what?

- A. Strong hand
- B. Weak hand, base hand**
- C. Dominant hand
- D. Moving hand

In ASL terminology, the non-dominant hand is described as the base hand, also called the weak hand. It serves as the stationary anchor that establishes the location and supports the sign, while the dominant hand performs the moving portion. This base hand defines where in space the sign sits and how the sign relates to its location. Some signs use both hands actively, but the non-dominant hand is still referred to as the base or weak hand when describing its role as the anchor.

8. Negation in signing is typically expressed by which cues?

- A. Shake your head while signing the word
- B. Use reversal of orientation for some signs
- C. Frown while signing the word
- D. All of the above**

Negation in signing comes from more than the handshape alone; it relies on non-manual signals that accompany the sign. A head shake while signing is a common cue to negate or deny what's being stated, signaling "not" or "no" within the message. In addition, some signs can be negated by reversing the orientation of the hand, which changes the sign's meaning to convey opposition or negation as part of the sign's form. Facial expressions matter too: a frown or lowered brows add negative meaning and show the signer's stance or attitude toward the proposition. Because all these cues work together to convey negation clearly and effectively, the best answer is all of the above.

9. Which option correctly identifies a type of classifier?

- A. Body**
- B. Numeral
- C. Temporal
- D. Adverb

Classifiers in ASL are ways to convey information about size, shape, movement, and location by using specific handshapes and motions. A body classifier uses the signer's own body as the reference point, letting you depict how something relates to a person or how a person is moving, by tracing or representing the body itself. This is a distinct category from other signs that convey quantity (numeral), time (temporal), or general adverbial meaning, which are not classifier types. For example, you might use a body classifier to show a person walking by outlining your own body and then moving in a walking pattern, rather than signing the person's name or the action in a non-classifier way. That's why body is the correct type here.

10. What is interference in bilingual signing?

- A. The signer's two languages intersect, resulting in linguistic intrusions from their first language.
- B. A clean separation of two language systems during signing.
- C. The process of translating signs into spoken language.
- D. A failure to produce signs due to cognitive overload.

Interference in bilingual signing happens when the two language systems interact in the signer's production, causing intrusions from the first language into signing. Because both languages share cognitive resources, features from L1 creep into L2 signing—for example, English word order or grammatical markers appearing in ASL, or signs that reflect English syntax even though ASL would use a different structure. This cross-language influence is exactly what's described by a signers' two languages intersecting and bringing in elements from their first language. It's not about a clean separation of the systems, it's not simply translating signs into spoken language, and it's not about cognitive overload causing a failure to sign.

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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://texasasl184.examzify.com>

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

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