



**California
Subject
Examinations for
Teachers®**

TEST GUIDE

**RUSSIAN
SUBTEST I**

**Sample Questions and Responses
and Scoring Information**

Copyright © 2004 by National Evaluation Systems, Inc. (NES®)

"California Subject Examinations for Teachers," "CSET," and the "CSET" logo are registered trademarks of the California Commission on Teacher Credentialing and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™

CS-TG-QR154X-02

Sample Test Questions for CSET: Russian Subtest I

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest I of CSET: Russian. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. Knowledge of a language's derivational morphology would most likely help an individual:
 - A. reproduce the language's phonemes correctly, even when they appear in unfamiliar words.
 - B. recognize the language's grammatical markers, such as those indicating verb tenses and cases.
 - C. organize the language's words into syntactically correct phrases and sentences.
 - D. understand how new words are created based on the language's lexical roots.
2. In the genetic classification of languages, languages are classified according to:
 - A. geographical relationships between language populations.
 - B. standard ordering of the basic units of speech (subject, verb, object).
 - C. shared development from an earlier common language.
 - D. overlapping semantic categories of words.
3. Which of the following responses to the question below best represents an example of indirect communication?

"Asha, would you ask Geoff if he is coming to our party?"

 - A. "I'm not asking him anything!"
 - B. "I don't think I'll be seeing Geoff before then."
 - C. "I'll ask him tonight at the soccer game."
 - D. "I will, though I don't think he'll know his schedule yet."

4. According to Stephen Krashen's theory of comprehensible input, an individual's oral communication skills in a second language are most likely to develop in which of the following circumstances?
- A. The individual's errors in spoken language are corrected only if they interfere with the communication of meaning.
 - B. The individual is exposed only to language structures and vocabulary with which he or she is wholly familiar and comfortable.
 - C. The individual's errors in spoken communication are consistently corrected immediately after they occur.
 - D. The individual is exposed to language structures that are just beyond his or her current level of competence within the language.

5. Which of the following statements best describes the function of the adjectival suffix *-оват-*?
- A. It changes an adjective into its superlative form.
 - B. It negates the original meaning of an adjective.
 - C. It changes an adjective into its comparative form.
 - D. It diminishes the force of an adjective.

6. **Select the response that correctly completes the sentence below.**

Если вы _____ на автобусе раньше, чем я _____, не ждите меня на остановке, а _____ мне навстречу.

- A. приехали / прихожу / ходите
- B. приедете / пришла / начните ходить
- C. приезжаете / подходила бы / пойдите
- D. приедете / подойду / идите

7. **Select the response that correctly completes the sentence below.**

— Саша, может быть, ты допишешь письмо завтра?

— Нет, _____ быстрее закончу, _____ скорее отправлю – чтобы до праздника дошло.

- A. поскольку / постольку
- B. чем / тем
- C. раз / то
- D. когда / тогда

8. Which of the following sentences best indicates that "молодой человек" is new information?

- A. В комнату вошел молодой человек.
- B. Молодой человек вошел в комнату.
- C. Молодой человек в комнату вошел.
- D. В комнату молодой человек вошел.

9. In Russian, the indirect object of a sentence is indicated through the use of:

- A. the accusative case.
- B. the dative case.
- C. the instrumental case.
- D. the prepositional case.

10. **The sentence below contains grammatical errors. Select the response that corrects the errors and retains the original meaning.**

В связь с задержки спектакля администрация извинила перед зрителями за доставленное неудобства.

- A. В связь с задержки спектакля администрация извинилась перед зрителями за доставленное неудобство.
- B. В связи с задержкой спектакля администрация извинилась перед зрителями за доставленные неудобства
- C. В связи с задержкой спектакля администрация извинилась перед зрителями за доставленную неудобству.
- D. В связь с задержки спектакля администрация извинился перед зрителями за доставленное неудобство.

11. **Complete the exercise that follows.**

The study of morphology is an important part of the study of language. Using your knowledge of linguistics, write a response, in either Russian or English, in which you:

- define morphology; and
- explain two central concepts of morphology (e.g., morpheme, affix, inflectional vs. derivational morpheme, free vs. bound morpheme, root, stem, allomorph, back formation) and provide one example of each.

12. **Complete the exercise that follows.**

To demonstrate your understanding of Russian adjectives, write a response, in either Russian or English, in which you:

- explain one way in which the comparative form (сравнительная степень) of an adjective can be formed in Russian; and
- describe one way in which a comparative adjective may be used in a sentence.

Be sure to give specific examples to support your answer.

13. **Complete the exercise that follows.**

To demonstrate your understanding of Russian and English linguistics, write a response, in either Russian or English, in which you:

- compare the way in which a declarative sentence is negated in Russian and in English; and
- compare the way in which a command is negated in Russian and in English.

Be sure to give specific examples to support your answer.

Annotated Responses to Sample Multiple-Choice Questions for CSET: Russian Subtest I

General Linguistics

1. **Correct Response: D.** (SMR Code: 1.1) Derivational morphology focuses on ways in which morphemes can be combined in order to form new stems or words. For example, the root noun *child* can combine with the adjectival morpheme *-ish* to become a new adjective, *childish*. The addition of derivational morphemes does not always change the syntactic category of a word; for example, the adjective *happy* can combine with the prefix *un-* to form a new adjective, *unhappy*. Understanding the principles of a language's derivational morphology aids in understanding how roots and morphemes such as these can combine to form new words.
2. **Correct Response: C.** (SMR Code: 1.1) The genetic classification of languages assumes that certain languages are related because they have evolved from a common ancestral language; for example, French and Spanish are classified as Romance languages because they can be traced back to a form of Latin used in the Roman Empire. Sometimes, though, the shared ancestral language is not as easily identifiable, and then the genetic classification is based on hypothetical reconstructions of the earlier forms of languages.
3. **Correct Response: B.** (SMR Code: 1.2) In indirect communication, a meaning is expressed that is not stated in the actual content of the message. In response B, the speaker does not directly answer the question posed to her; however, by saying that she will not see Geoff before the party, she expresses to her interlocutor that she will not ask him about it. All of the other responses, on the other hand, contain a direct response to the request.
4. **Correct Response: D.** (SMR Code: 1.3) Stephen Krashen's theory of comprehensible input posits that oral communication skills develop best when language learners are exposed to language structures that are just beyond their level of comfort within the second language (i.e., at the $i + 1$ level, where i represents the learners' current second-language level).

Linguistics of the Target Language

5. **Correct Response: D.** (SMR Code: 2.1) The adjectival suffix *-оват* indicates that an adjective is not applicable in its full degree; for example, *зеленый* refers to something that is fully green, whereas *зеленоватый* refers to something that is not fully green but that is greenish in color. Therefore, response D is the correct response, as this suffix diminishes the force of an adjective.
6. **Correct Response: D.** (SMR Code: 2.1) This sentence requires the use of the perfective future tense in the first two blanks and an imperfective unidirectional imperative in the third blank. Therefore, response D is the only correct response.
7. **Correct Response: B.** (SMR Code: 2.1) This sentence requires the choice of the most appropriate set of paired adverbs. In this case, response B (чем / тем) contains the adverbial pair that most closely expresses the intended meaning of the sentence.
8. **Correct Response: A.** (SMR Code: 2.1) In Russian syntax, new information is placed at the end of a sentence. Therefore, response A best indicates that "молодой человек" is new information.

9. **Correct Response: B.** (SMR Code: 2.1) In Russian, the indirect object of a sentence is expressed through the use of the dative case.
10. **Correct Response: B.** (SMR Code: 2.2) Only response B correctly addresses the four errors in the sentence (связь → связи, задержки → задержкой, извинила → извинилась, доставленное → доставленные).

Examples of Responses to Sample Constructed-Response Questions for CSET: Russian Subtest I

General Linguistics

Question #11 (Strong Response)

Morphology is the study of the parts of words and how those parts combine. One central concept of morphology is the difference between a bound and a free morpheme; a bound morpheme cannot stand on its own, but a free morpheme can. Another central concept of morphology is the idea of an affix. An affix is a bound morpheme that gets attached to a word; it can be attached at the beginning or end of a root word. When it is attached to the beginning of the word, it is called a prefix, and when it is attached to the end of a word, it is called a suffix. The word unthinkable contains examples of free and bound morphemes and of affixes. It has a free morpheme (think) and two bound morphemes that are affixes (the prefix -un and the suffix -able).

Question #11 (Weak Response)

Morphology is about the parts of words. One concept which is important in morphology is bound and free morphemes. Another concept is compounds, where two nouns go together to make a word.

Linguistics of the Target Language

Question #12 (Strong Response)

В русском языке формы сравнительной степени прилагательных могут быть аналитическими и синтетическими. Синтетическая форма образуется путем прибавления суффиксов -ее (ей), -е, -ше к основе положительной степени прилагательного.

Пример номер один: к основе прилагательного красный (положительная степень) прибавляем суффикс -ее (ей) и получается сравнительная степень краснее или красней (употребляются оба варианта).

Пример номер два: к основе прилагательного тихий (положительная степень) прибавляем суффикс -е и получается сравнительная форма тише (здесь также происходит чередование согласных х и щ).

Важно помнить, что синтетические формы сравнительной степени прилагательных не изменяются по родам, числам и падежам.

Пример:

этот дом красивее (мужской род, единственное число)

эта картина красивее (женский род, единственное число)

эти люди красивее (множественное число)

В предложениях сравнительная форма прилагательного употребляется, чтобы показать, что качество присуще характеризуемому предмету в большей степени, чем другому.

Например: на нашей улице дома выше, чем на соседней улице.

Question #12 (Weak Response)

Чтобы сделать сравнительную форму прилагательного надо поменять его окончание. Например: красный – краснее. В предложении сравнительные прилагательные употребляются для сравнения.

Question #13 (Strong Response)

Образование отрицательной формы в английском и русском языках резко отличается. В английском языке отрицательная форма предложения образуется при помощи отрицательной формы глагола «to do», который в данном случае функционирует как вспомогательный глагол. Отрицательная форма глагола «to do» ставится перед смысловым глаголом предложения.

Например: «He doesn't know this girl.»

Аналогично формируется и повелительное наклонение в английском языке:

Например: «Don't go there!»

В русском языке отрицательная форма повествовательного предложения образуется с помощью отрицательной частицы не, которая ставится перед тем словом, которое отрицается, что дает возможность отрицать различные части предложения. Положительное предложение «Этот мальчик идет в школу» может иметь следующие варианты отрицательной формы: «Этот мальчик не идет в школу, Это не мальчик идет в школу; этот мальчик идет не в школу.»

Еще одно различие между русским и английским языками состоит в том, что в русском языке употребляется двойное отрицание (частица не в сочетании с отрицательным словом: «этот мальчик никогда не ходит в школу»), в то время как в английском двойное отрицание невозможно.

Повелительное наклонение в русском языке формируется также при помощи отрицательной частицы не, от положения которой зависит смысл отрицательной команды. «Пой!» становится «Не пой!», но также возможна команда «Пой не грустную песню, а веселую!»

Question #13 (Weak Response)

Чтобы сделать отрицательную форму в английском языке надо прибавить глагол «to do», а в русском языке надо прибавить не и получится отрицательная форма («я читаю – я не читаю»).

Scoring Information for CSET: Russian Subtest I

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are three constructed-response questions in Subtest I of CSET: Russian. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 14).

Your performance on the subtest will be evaluated against a standard determined by the California Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

Performance Characteristics for CSET: Russian Subtest I

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: Russian Subtest I.

PURPOSE	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

Relevant Subject Matter Requirements for General Linguistics

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

Relevant Subject Matter Requirements for Linguistics of the Target Language

- Demonstrate an understanding of the phonology of the target language.
- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Describe changes that occur in the target language over time.
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

Scoring Scale for CSET: Russian Subtest I

Scores will be assigned to each response to the constructed-response questions on CSET: Russian Subtest I according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>