



California
Subject
Examinations for
Teachers®

TEST GUIDE

VIETNAMESE SUBTEST I

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Vietnamese 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: Vietnamese. 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. 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.
2. Pronunciation of the letters *ơ* and *ô* in Vietnamese differs primarily in which of the following respects?
 - A. position of the lips
 - B. height of the tongue
 - C. change in the tone
 - D. length of the vowel

3. **Use the sentences below to answer the question that follows.**

Anh ấy đi làm việc về.
Anh ấy dẫn chó đi dạo.

Which of the following correctly uses a subordinating conjunction to form a compound sentence from the two sentences above?

- A. Anh ấy về nhà từ nơi làm việc sau khi anh ấy dẫn chó đi dạo.
- B. Khi anh ấy đi làm việc về, anh ấy dẫn chó đi dạo.
- C. Từ khi anh ấy dẫn chó đi dạo anh ấy về nhà từ nơi làm việc.
- D. Anh ấy về nhà từ nơi làm việc bởi vì anh ấy dẫn chó đi dạo.

4. Which of the following pairs of words is used to express cause and effect in a sentence?

- A. vì / nên
- B. mặc dù / vì
- C. khi / thì
- D. để / cho nên

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

Làm bánh đến sớm bắt đầu lò nướng bánh mì.

- A. Làm bánh sớm đến lò nướng bánh mì để bắt đầu.
- B. Người làm bánh về lò sớm để bắt đầu bánh mì nướng.
- C. Bánh mì nướng người làm bánh về sớm để bắt đầu.
- D. Người làm bánh đến lò sớm để bắt đầu nướng bánh mì.

6. **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 Vietnamese 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).

7. Rewrite each sentence below, transforming it according to the directions given. Your responses must be written in Vietnamese.

A. Rewrite the sentence below, replacing the adjectives with adjectives that are opposite in meaning.

Khoa là một chàng trai cao lớn và có một giọng hát rất hay.

B. Rewrite the sentence below, transforming it to the conditional form.

Cô Nga đến nhà ga trễ nửa tiếng, và cô lỡ mất chuyến tàu đi Huế.

C. Rewrite the sentence below in the recent past tense.

Các em học sinh sẽ được đi viếng bảo tàng viện trong kỳ nghỉ mùa xuân.

D. Rewrite the sentence below, transforming the active form to the passive form.

Người tính tiền ở cửa hàng siêu thị đã đưa lại cho tôi số tiền thừa.

8. **Rewrite each sentence below, correcting all the errors while retaining the original meaning. Your responses must be written in Vietnamese.**

- A. Nếu ngày thứ bảy trời mưa to, ít khán giả sẽ đi xem trận đấu bóng đá giao hữu trong đội tuyển Việt Nam và đội tuyển Thái Lan.

- B. Khí hậu dễ dàng và phong cảnh thiên nhiên thơ mộng của Đà Lạt được nhiều nhà văn và nhà thơ Việt Nam diễn tả trong các tác phẩm của nó.

- C. Phòng tôi ở bốn tầng lầu, có cửa sổ trông ra một cái sông lớn.

- D. Năm ngoái anh Bằng và vợ sẽ đi thăm các di tích lịch sử ở xa Hà nội; tụi nó thích thú lắm.

9. Use the information below to complete the exercise that follows.

Ms. Nga is a secretary at an import/export company. She is going to talk to Mr. Hoang, the president of the company, about an assignment she has been given.

Write a response, in either Vietnamese or English, in which you discuss how the age, gender, and status of the company president would influence the language used in the conversation, providing examples to support your statements.

Sample Written Response Sheets for CSET: Vietnamese Subtest I

For questions 6 and 9, examinees would record their written response to each question on a one-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below.

Seat 00712 Site 436B ATA 007 PM Form # 160 CS 09/18/2004	ID# : 4-123-456-7 DO NOT WRITE IN THIS BOX <input type="checkbox"/> <input type="checkbox"/>	Assignment 2 Response Sheet
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DIRECTIONS
The directions and assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page(s) of this response sheet are the only page(s) that will be scored for this assignment. RESPONSES WRITTEN IN THE TEST BOOKLET WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.

DO NOT WRITE OUTSIDE THESE MARGINS

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STOP. END OF ASSIGNMENT 2.

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For questions 7 and 8, examinees would record their written responses on a two-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below and on the next page.

Seat 00712 Site 436B ATA 007 PM Form # 160 CS 09/18/2004	ID# : 4-123-456-7 <small>DO NOT WRITE IN THIS BOX</small> <div style="display: flex; justify-content: space-around; height: 40px;"><div style="border: 1px solid black; width: 40px; height: 40px;"></div><div style="border: 1px solid black; width: 40px; height: 40px;"></div></div>	Assignment <b style="font-size: 2em;">1 Response Sheet
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DIRECTIONS

The directions and assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page(s) of this response sheet are the only page(s) that will be scored for this assignment. **RESPONSES WRITTEN IN THE TEST BOOKLET WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.**

DO NOT WRITE OUTSIDE THESE MARGINS

Write your responses to Part I (A through D) on the lines below.


A.

B.

C.

D.

DO NOT WRITE OUTSIDE THESE MARGINS



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STOP. END OF ASSIGNMENT 1.

CONTINUE YOUR RESPONSES HERE.

Write your responses to Part II (A through D) on the lines below.

A.

B.

C.

D.

DO NOT WRITE OUTSIDE THESE MARGINS

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**DO NOT WRITE
IN THIS SPACE**

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

General Linguistics

1. **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.

Linguistics of the Target Language

2. **Correct Response: A.** (SMR Code: 2.1) The letter *ơ* is an upper mid-back unrounded vowel. The letter *ô* is an upper mid-back rounded vowel. To round or unround these letters requires a change in the position of the lips.
3. **Correct Response: B.** (SMR Code: 2.1) The subordinating conjunction *khi*, when added to the beginning of the first sentence, creates the phrase "When he gets home from work," which is used to create the compound sentence "When he gets home from work, he walks the dog."
4. **Correct Response: A.** (SMR Code: 2.1) The pair of words *vì* and *nên* are used to express cause and effect in a sentence. *Vì* is a focal particle, meaning "because," and *nên* is a subordinating particle meaning "therefore, so, as a result."
5. **Correct Response: D.** (SMR Code: 2.2) The word *người* changes the verb "bake" to the noun "baker," the subject of the sentence. The word *để* must be added to the phrase *bắt đầu* to correctly form the infinitive "to begin." The word *lò* is located incorrectly in the original sentence. It should be part of the phrase "arrives at the bakery early" in the corrected sentence rather than as part of the phrase "to begin to bake" in the original sentence.

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

General Linguistics

Question #6 (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 #6 (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 #7 (Strong Response)

- A. Khoa là một chàng trai thấp bé và có một giọng hát rất dở.
- B. Nếu cô Nga đến nhà ga trễ nửa tiếng thì cô sẽ lỡ mất chuyến tàu đi Huế.
- C. Các em học sinh mới được đi viếng bảo tàng viện trong kỳ nghỉ mùa xuân vừa qua.
- D. Số tiền thừa đã được người tính tiền ở cửa hàng siêu thị đưa lại cho tôi.

Question #7 (Weak Response)

- A. Khoa là một chàng trai không cao và có một giọng hát không hay.
- B. Vì cô Nga đến nhà ga trễ nửa tiếng cho nên cô lỡ mất chuyến tàu đi Huế.
- C. Các em học sinh được đi viếng viện bảo tàng trong kỳ nghỉ mùa xuân.
- D. Số tiền thừa đưa lại cho tôi bởi người tính tiền ở cửa hàng siêu thị.

Question #8 (Strong Response)

- A. Nếu ngày thứ bảy trời mưa to thì ít khán giả sẽ đi xem trận đấu bóng đá giao hữu giữa hai đội tuyển Việt Nam và Thái Lan.
- B. Khí hậu dễ chịu và phong cảnh thiên nhiên thơ mộng của Đà Lạt được nhiều nhà văn và nhà thơ Việt Nam diễn tả trong các tác phẩm của họ.
- C. Phòng tôi ở tầng lầu bốn, có cửa sổ trông ra một con sông lớn.
- D. Năm ngoái anh Bằng và vợ đã đi thăm các di tích lịch sử ở xa Hà Nội; họ thích thú lắm.

Question #8 (Weak Response)

- A. Nếu ngày thứ bảy trời mưa to,(...) ít khán giả (...) đi xem trận đấu bóng đá giao hữu của đội tuyển Việt Nam và đội tuyển Thái Lan.
- B. Khí hậu tốt và phong cảnh thiên nhiên thơ mộng của Đà Lạt được nhiều nhà văn và nhà thơ Việt Nam diễn tả trong các tác phẩm của các tác gia?
- C. Từ cửa sổ phòng tôi ở lầu bốn có thể nhìn thấy cái sông lớn.
- D. Năm ngoái anh Bằng và vợ đi thăm các di tích lịch sử ở xa Hà Nội; tụi họ thích thú lắm.

Question #9 (Strong Response)

Cô Nga là thư ký làm việc dưới quyền ông Hoàng, chủ hãng. Vì địa vị của ông, cô Nga phải rất lễ phép, cô phải thưa gọi và gọi ông là ông giám đốc dù ông ta lớn hay nhỏ tuổi hơn cô ta. Và cô phải xưng bằng tôi để giữ khoảng cách chứ không thể dùng tiếng em thân mật.

Ví dụ: Thưa ông giám đốc, ông đã giao cho tôi việc vô sổ các món hàng, tôi xin cố gắng làm thật đầy đủ.

Question #9 (Weak Response)

Cô Nga là thư ký hãng xuất nhập cảng. Cô được ông chủ hãng giao cho việc vô sổ các món hàng. Cô thông báo cho ông biết là cô đã làm xong rồi:

Này anh giám đốc, tui sẽ rá làm xong việc ông una giao cho tui.

Scoring Information for CSET: Vietnamese 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 four constructed-response questions in Subtest I of CSET: Vietnamese. 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 Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions are scored by qualified California educators. Responses to the General Linguistics and remaining Linguistics of the Target Language 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 and pages 16–17). Each response will be assigned a score based on an approved scoring scale (see pages 16–17).

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 and Scoring Scales for CSET: Vietnamese Subtest I

A. LINGUISTICS OF THE TARGET LANGUAGE (TRANSFORMATION AND ERROR ANALYSIS)

Performance Characteristics. The following performance characteristic will guide the scoring of responses to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions on CSET: Vietnamese Subtest I.

SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
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***Relevant Subject Matter Requirements for Linguistics of the Target Language
(Transformation and Error Analysis)***

- 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.
- Identify, analyze, and correct grammatical and mechanical errors in the target language.

Transformation: Tasks 1–4

For the four tasks, a "Correct" response is described by the following:

The candidate's response correctly transforms the sentence as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.

Error Analysis: Tasks 5–12

For the eight tasks, a "Correct" response is described by the following:

The candidate's response acceptably corrects the syntactic or linguistic errors found in the sentence, i.e., the response has located and corrected the errors of language structure found within the sentence and has retained the original meaning.

Scoring Scale. Scores will be assigned to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions on CSET: Vietnamese Subtest I as a composite score according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	10–12 tasks correct
2	6–9 tasks correct
1	0–5 tasks correct

B. GENERAL LINGUISTICS AND REMAINING LINGUISTICS OF THE TARGET LANGUAGE

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Vietnamese 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. Scores will be assigned to each response to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Vietnamese 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>