



# California Subject Examinations for Teachers®

## TEST GUIDE

### FILIPINO SUBTEST I

### Sample Questions and Responses and Scoring Information

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## Sample Test Questions for CSET: Filipino Subtest I

Below is a set of questions that are similar to the questions you will see on Subtest I of CSET: Filipino. 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. **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 Filipino or English, in which you:

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

**2. Complete the exercise that follows.**

To demonstrate your understanding of the linguistic structures of Filipino and English, write a response, in either Filipino or English, in which you:

- compare and contrast the construction of yes/no questions in Filipino and English; and
- compare and contrast the construction of responses to yes/no questions in Filipino and English.

Give specific examples in Filipino and English to support your response.

**3. Use the information below to complete the exercise that follows.**

Rita, a 16-year-old girl who lives in the Philippines, is visiting the home of her close friend, Maria Simon. During her visit, Maria's mother, Mrs. Simon, brings in a platter of drinks and hamburgers for Rita and Maria. Rita, however, is a strict vegetarian and needs to explain this to Mrs. Simon.

Write a response, in either Filipino or English, in which you:

- identify the sociolinguistic factors (e.g., gender, age, setting, experience) that would influence this conversation among Rita, Maria, and Mrs. Simon; and
- discuss how these factors would likely affect the conversation, providing examples to support your statements.

4.

**PART I**

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

**A. Rewrite the sentence below, transforming it from actor focus to object focus.**

Ang mga mag-aaral ay kumukuha ng mga kailangang libro sa aklatan.

**B. Rewrite the sentence below, transforming it from the completed aspect to the contemplated aspect.**

Sinalubong namin si Kuya sa airport galing Italy noong Miyerkules ng gabi.

**C. Rewrite the sentence below, transforming it from direct discourse to indirect discourse.**

Nakita ko ang aking mga kapitbahay at sabi ko sa kanila, "Magkita tayo sa Sabado pagpunta ko sa palengke."

**D. Combine the two sentences below, retaining the meaning of the original sentences.**

Si Lea Salonga ay kilalang mang-aawit na Amerikanong Pilipino. Pumunta ako sa isang konsiyerto niya sa New York.

**PART II**

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

E. Alam ka ba kung paano magluto ang pansit?

F. Sinarahan ng Lolo Mario ang pintuan kasi malamig ng hangin.

G. Luhaang nihabol ni Teresa si kaniyang nakatatandang kapatid dahil gusto niyang sumama dito papuntang paaralan.

H. Huwag mong kalimutang magdala ng payong ngunit mukhang uulan.

5. **Read the passage below from *El Filibusterismo* (1891), a novel by José Rizal; then complete the exercise that follows.**

"A, mga kabataan, lagi kayong nangangarap! Humihingi kayo ng pantay na mga karapatan, ng pamumuhay na tulad ng mga Kastila; sa katotohanan, ang hinihingi ninyo ay kamatayan, ang pagkawasak ng inyong pambansang pagkakakilanlan. Ano ang mangyayari sa inyo — isang lahing walang kaluluwa, isang bansang walang kalayaan. Lahat ng katangian ninyo ay hiram, at maging ang inyong mga kapintasan. Humihiling kayong maturuan ng Kastila upang dagdagan pa ang mahigit apatnapung wikang sinasalita sa buong kapuluan, nang sa gayon ay lalo kayong hindi magkaintindihan. [...]

"Isang pagkakamali. [...] Kikitilin lamang ninyo ang inyong mga katangian at ipaiilalim sa iba ang inyong mga iniisip. Sa halip na maging malaya, lalo lamang kayong magiging alipin. [...] Habang may sariling wika ang isang bansa, nananatili itong malaya, sapagkat ang tao'y malaya habang siya'y nakapag-iisip nang malaya."

Using your knowledge of literature, write a response, in either Filipino or English, in which you:

- describe the argument made by the narrator of the passage;
- analyze how the narrator defends the argument; and
- discuss the historical and social situations that influenced José Rizal's writing.

**6. Complete the exercise that follows.**

Using your knowledge of Filipino society and culture, write a response, in either Filipino or English, in which you describe and analyze one major impact of World War II on Filipino culture and society.

Be sure to use specific examples to support your response.



For question 4, 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.

<b>Seat 99901</b> PM <b>Form # 190</b> CS 11/04/2006	<b>ID# : 9-999-999-9</b> DO NOT WRITE IN THIS BOX. <div style="display: flex; justify-content: space-around;"><div style="border: 1px solid black; width: 40px; height: 40px;"></div><div style="border: 1px solid black; width: 40px; height: 40px;"></div></div>	<b>Assignment</b> <b style="font-size: 2em;">4</b> <b>Response Sheet</b>
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**DIRECTIONS**

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

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


A. \_\_\_\_\_  
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B. \_\_\_\_\_  
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C. \_\_\_\_\_  
\_\_\_\_\_  
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D. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DO NOT WRITE OUTSIDE THESE MARGINS.



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**AA PAGE 9**

GO ON TO PART II ON THE NEXT PAGE.

CONTINUE YOUR RESPONSES HERE.

Write your responses to Part II (E through H) on the lines below.

E.

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F.

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G.

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H.

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DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE  
IN THIS SPACE.

AA PAGE 10

STOP. END OF ASSIGNMENT 4



CONTINUE YOUR RESPONSE HERE.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

AA PAGE 12

STOP. END OF ASSIGNMENT 5

## Examples of Responses to Sample Questions for CSET: Filipino Subtest I

### General Linguistics

#### Question #1 (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 #1 (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 #2 (Strong Response)

In English, yes/no questions are formed in several ways depending on the verbs in the sentence. In Filipino, there is one main way to form a yes/no question that involves a specific particle that marks this question type.

In English, yes/no questions always involve putting a form of "be" or "do" or a modal verb at the beginning of the sentence before the subject. If there is a form of "be" or a modal in the statement version of the sentence, that verb form is what occurs initially in the yes/no sentence:

Statement: John is a teacher.

Yes/no question: Is John a teacher?

Statement: John should bake a cake.

Yes/no question: Should John bake a cake?

If there is no form of "be" or modal in the statement version of the sentence, a form of "do" occurs initially:

Statement: John likes chocolate.

Yes/no question: Does John like chocolate?

In Filipino, a yes/no question differs from a statement by the insertion of a particle such as "ba" after the first full word of a sentence:

Statement: Abala si Jorge.

Yes/no question: Abala ba si Jorge?

There is a difference between Filipino and English when answering certain yes/no questions. If you ask a yes/no question, such as "Isn't Maria a teacher?", and want to respond negatively--that Maria is not a teacher--in English you would say "No, she is not a teacher." In Filipino, to that kind of question, one would respond either "Yes, she is not a teacher" or "No, she is not a teacher."

**Question #2 (Weak Response)**

Yes/no questions in English are ones that you have to answer either 'yes' or 'no' to.

Do you like soup? Yes.

In English, these do not have a question word like "who" or "what" in them.

In Filipino, there are also yes/no questions that you have to answer 'yes' or 'no' to. In both languages, when answering a yes/no question, the expected response is either 'yes' or 'no'. You can also expand if you want to explain your answer.

Do you like soup? Yes, I like soup.

**Question #3 (Strong Response)**

Sa kumbersasyon sa pagitan nina Rita, Maria, at Mrs. Simon ang mga sosyolingwistikong sangkap na dapat isaalang-alang ay ang mga sumusunod:

Una, ang edad ni Mrs. Simon. Dahil nakatatanda ito, dapat gumamit ng magalang na pananalita sina Rita at Maria. Halimbawa nito ay ang paggamit ng "po" at "ho."

Ikalawa, ang kaugaliang Pilipino kung saan hindi tuwirang sinasabi ng inaalok kung gusto niya o ayaw ang inaalok sa kanya. Halimbawa, kapag inalok ni Mrs. Simon si Rita ng hamburger, posibleng sabihin ni Rita na "busog pa ho ako," o kaya ay "nag-abala pa ho kayo."

Dahil madalas namang sabihin ito ng mga bisita na nahihiya at nag-abala pa ang maybahay, posibleng hindi agad maunawaan ni Mrs. Simon na ayaw ni Rita ng hamburger at pilitin niya ito. Karaniwang sinasabi ng maybahay ang sumusunod: "Sige na. Kumain ka na kahit kaunti."

Sa ikalawa o ikatlong pilit lamang mapipilitan si Rita na ipagtapat na hindi siya kumakain ng karne.

**Question #3 (Weak Response)**

Dahil nakatatanda si Mrs. Simon, gagamit ng "po" at "opo" sina Rita at Maria.

**Question #4 (Strong Response)**

- A. Ang mga kailangang libro ang kinukuha ng mga mag-aaral sa aklatan.
- B. Sasalubungin namin si Kuya galing Italy sa Miyerkules ng gabi sa airport.
- C. Nakita ko ang aking mga kapitbahay at sinabi ko sa kanila na magkita kami sa Sabado pagpunta ko sa palengke.
- D. Pumunta ako sa New York, sa konsiyerto ni Lea Salonga, isang kilalang mang-aawit na Amerikanong Pilipino.
- E. Alam mo ba kung paano magluto ng pansit?
- F. Isinara ni Lolo Mario ang pintuan dahil malamig ang hangin.
- G. Luhaang hinabol ni Teresa ang kaniyang nakatatandang kapatid dahil gusto niyang sumama dito papuntang paaralan.
- H. Huwag mong kalimutang magdala ng payong dahil mukhang uulan.

**Question #4 (Weak Response)**

- A. Ang mga kailangang libro ang kumukuha ng mga mag-aaral sa aklatan.
- B. Sasalubong namin si Kuya galing Italy sa Miyerkules ng gabi sa airport.
- C. Nakita ko ang aking mga kapitbahay at sinasabi ko sa kanila na magkita kami sa Sabado pagpunta ko sa palengke.
- D. Pumunta ako sa konsiyerto ni Lea Salonga na isang kilalang Pilipino Amerikano na nasa New York.
- E. Alam mo ba kung paano magluto nang pansit?
- F. Sinarahan ng Lolo Mario ang pintuan kasi malamig ng hangin.
- G. Luhaang nihabol ni Teresa ang kaniyang nakatatandang kapatid dahil gusto niyang sumama dito papuntang paaralan.
- H. Huwag mong kalimutang magdala ng payong ngunit tila uulan.

## Literary and Cultural Texts and Traditions

### Question #5 (Strong Response)

Sa siniping bahagi ng El Filibusterismo, iniharap ng may-akda ang argumento na higit na mahalaga sa pag-aaral ng banyagang wika (sa kasong ito, ang wikang Kastila) ang pagbubuo, paglilinang, at pagtataguyod ng isang pambansang wika. Kung gayon, nakita ng may-akda ang kaugnayan ng wika at kolonyalismo, at kasabay nito, ang kahalagahan ng wikang pambansa sa kilusan tungo sa kasarinlan.

Sinulong ng may-akda ang kanyang argumento sa pamamagitan ng pagapapaliwanag ng mga sumusunod: una, na ang isang lahi na walang katutubo o sariling wika ay isang lahi na waring nakakabit o nakasakay lamang sa kultura ng dayuhang sumakop sa kanya; ikalawa, na ang karamihan (na sa bilang ng may-akda ay apatnapu, at sa kasalukuyan ay tinatayang nasa mahigit animnapu), ng wika ng isang bansa ay nagiging dahilan para sa di-pagkakaunawaan at kawalan ng pagkakaisa; ikatlo, na dahil sa nabanggit na ikalawang dahilan ay higit at lalo pang maigting ang pangangailangan para sa isang pambansang wika; at ika-apat, na ang ubod ng kritikal na pag-iisip na humahantong sa pagkilos para sa kalayaan ay ang pag-iisip sa wikang sarili.

Ang ganitong palagay ng may-akda ay maaaring bunga ng mga sumusunod:

Una, ng kanyang pagiging kabilang at tagapamuno ng kilusang propaganda. Bagamat karamihan sa mga sinulat ni Rizal ay nasa wikang Kastila pagkat namuhay siya at naglathala sa Espanya, batid niya bilang propagandista na hindi sapat ang wikang Kastila bilang wika ng pagkakaisa. Maaari ding nakita niya ang epekto ng mga naunang teksto tulad ng Florante at Laura sa pagpukaw ng damdaming makabayan ng mga Pilipino.

Ikalawa, ng kanyang matagal nang pagmamahal sa katutubong wika. Matatandaan na nang siya ay musmos pa lamang, sinulat ni Rizal ang tulang, "Sa aking mga Kabata," kung saan sinabi niyang "Ang hindi magmahal sa sariling wika ay masahol pa sa malansang isda."

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**Question #5 (Strong Response) *continued***

Ikatlo, ng kanyang malalim na pag-unawa ng kaugnayan ng wika, kultura, at kolonyalismo. Maaaring sa kanyang pag-aaral ng mga teorya at konsepto hinggil pagbubuo ng bansa, nakita ni Rizal na ang wika at kultura ay kapwa kasangkapan ng kolonyalismo. Ang pagbihag ng isipan ay nagdudulot ng tuluyang pagkabihag, at ang pagtanggap na higit na superyor ang kultura ng mananakop ay humahantong sa pagtanggap sa kaalipnan. Dahil dito, lagi niyang iginigiit ang kahalagahan ng kritikal na pag-iisip at ng pagkilala sa katutubong kultura bilang kapantay ng ano mang dayuhang kultura.

Samakatuwid, sa pamamagitan ng siping ito mula sa El Filibusterismo, ipinahayag ni Rizal na ang pagkakaroon ng pambansang wika ay ang instrumento para sa pagkakaisa at kasarinlan.

**Question #5 (Weak Response)**

Makikita sa siniping bahagi ang pagpapahalaga ni José Rizal sa wikang pambansa. Sinabi niya na napakaraming wika sa Pilipinas kaya walang pagkakaunawaan. Dahil dito, madaling nasakop ng mga Kastila ang Pilipinas. Para magkaroon ng kalayaan, kailangan ng iisang wika. Dapat mahalín ng mga Pilipino ang kanilang sariling wika.

## Cultural Analysis and Comparisons

### Question #6 (Strong Response)

Isang mahalagang pagbabagong idinulot ng Ikalawang Pandaigdigang Digmaan at pananakop ng mga Hapon, ay ang pagpapalakas ng panitikang nasusulat sa katutubong wika. Itinuturing ang panahong ito bilang "Ginintuang Panahon ng Panitikang Tagalog."

Dalawang bagay ang sanhi ng ganitong pag-unlad ng panitikang Tagalog. Una, ay ang Programang Pangkultura at Propaganda na inilunsad ng mga Hapon; at ikalawa, ay ang sensura o "censorship" sa panahong iyon.

Matatandaang sa panahon ng pananakop ng mga Amerikano (1899-1942), ang naging wika ng pagtuturo ay Ingles, at kaaalinsabay nito, ang naging nakapangyayari o dominanteng panitikan (dominant literature) ay ang panitikang nasusulat sa wikang Ingles. Naging mababa ang pagtingin ng mga kritiko at manunulat sa panitikang nasusulat sa Tagalog at sa iba pang katutubong wika. Nang ipinagbawal ng mga Hapon ang paggamit ng Ingles sa paaralan at sa panitikan, naglunsad din sila ng mga programa upang hikayatin ang mga manunulat na magsulat sa wikang Tagalog. Isa sa mga ito ay ang paligsahan sa pagsulat ng maikling kuwento. Katunayan ng mga akdang naging bunga ng paligsahang ito ay ang katipunang Ang 25 Pinakamabuting Maikling Katha ng 1943 na nalathala noong 1944 (Tala: Matatagpuan ang microfilm ng librong ito sa Ateneo de Manila University Library sa Quezon City, Philippines. Muling inilathala ang libro ng De La Salle noong 1992).

Sa larangan naman ng panulaan, ang mga akdang nasulat ng mga makata, kabilang na sina Teodoro Agoncillo at Hernando Ocampo at nalathala sa Liwayway at Taliba, ay umigpaw sa mahigpit na sensura upang magbigay ng mga mensahe tungo sa kalayaan. Kung susuriin ang mga tula sa panahong ito, makikitang sa unang pagbasa ay waring pinupuri ng mga tula ang bagong mga dayuhang mananakop na mga Hapon habang tinutuligsa naman ang dating mananakop na mga Amerikano. Gayon pa man, sa higit na malalim na pagsusuri, makikitang sa marami sa mga tula, ang mensahe ay ang paggigiit sa kalayaan ng bansang Pilipinas.

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**Question #6 (Strong Response) *continued***

Bukod dito, isa ring mahalagang sangkap ng pakikibaka tungo sa kalayaan ay ang "underground literature" na itinaguyod ng kilusang propaganda ng Hukbo ng Bayan Laban sa mga Hapon o Hukbalahap. Sa pag-aaral ni Romeo Dizon na nalathala sa Panahon ng Hapon: *Sining sa Digmaan, Digmaan sa Sining, 1992*, naglathala ang mga gerilya ng mga lihim na diyaryo na ang layunin ay pukawin ang damdaming makabayan ng mamamayan.

Kaalinsabay nito, naging popular din ang mga awiting makabayan, na karamihan ay ginawang popular ng Hukbalahap at ng mga mamamayan ng Gitnang Luzon. Ilang halimbawa ng mga ito ay "Sulong Gerilyero," "Ang Gerilya sa Orasyon," at "Kung sa Luwalhati." Ayon sa pananaliksik ni Teresita Jimenez Maceda sa kanyang librong, *Mga Tinig Mula sa Ibaba, 1996*, ginamit ng mga awiting ito ang katutubong himig ng kundiman at ang dayuhang impluwensiyang musikal ng "martsa" upang ilarawan ang pakikibaka at buhay ng mga gerilya sa kabundukan.

Samakatuwid, ang panahon ng Ikalawang Digmaang Pandaigdig kung inigpawan ng panitikang Tagalog ang mga suliraning dulot ng kolonyalismo at sensura, at sa halip ay naging mabisang kasangkapan upang maitulak ang kasarinlan ng bansa.

**Question #6 (Weak Response)**

Noong Ikalawang Digmaang Pandaigdig, ipinagbawal ng mga Hapon ang paggamit ng wikang Ingles sa mga paaralan. Kaugnay nito, hindi nakapaglathala ang mga manunulat sa wikang Ingles. Ito ang dahilan kung kaya't kaunti lamang ang panitikang nasusulat sa panahong ito.

# Scoring Information for CSET: Filipino Subtest I

Because the questions on CSET: Filipino Subtest I are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the questions. 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 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 21–23). Each response will be assigned a score based on an approved scoring scale (see pages 21–24).

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

## Performance Characteristics and Scoring Scales for CSET: Filipino Subtest I

### A. SHORT (FOCUSED)-RESPONSE QUESTIONS (except Linguistics of the Target Language: Transformation and Error Analysis)

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the General Linguistics and Linguistics of the Target Language questions (except Linguistics of the Target Language: Transformation and Error Analysis) on CSET: Filipino Subtest I.

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	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  
(Language Structures and Contrastive Analysis)***

- 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.

***Relevant Subject Matter Requirements for Linguistics of the Target Language  
(Sociolinguistics and Pragmatics)***

- Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse.
- Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- Describe the differences among the varieties of the target language and the factors that account for these differences.

**Scoring Scale.** Scores will be assigned to each response to the General Linguistics and Linguistics of the Target Language questions (except Linguistics of the Target Language: Transformation and Error Analysis) on CSET: Filipino Subtest I according to the following scoring scale.

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

**B. 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 questions on CSET: Filipino Subtest I.

<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
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<p><i>Relevant Subject Matter Requirements for Linguistics of the Target Language (Transformation and Error Analysis)</i></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the orthography of the target language.</li> <li>• Demonstrate an understanding of the morphology of the target language.</li> <li>• Demonstrate an understanding of the syntax of the target language.</li> <li>• Demonstrate an understanding of the semantics of the target language.</li> <li>• Identify, analyze, and correct grammatical and mechanical errors in the target language.</li> </ul>
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<p><b>Transformation</b></p> <p>For these 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.</p> <p><b>Error Analysis</b></p> <p>For these tasks, a "Correct" response is described by the following: The candidate's response acceptably corrects the syntactic or linguistic error(s) found in the sentence, i.e., the response has located and corrected the error(s) of language structure found within the sentence and has retained the original meaning.</p>
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**Scoring Scale.** Scores will be assigned to the Linguistics of the Target Language: Transformation and Error Analysis questions on CSET: Filipino Subtest I as a composite score according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	7–8 tasks correct
2	4–6 tasks correct
1	0–3 tasks correct

**C. EXTENDED-RESPONSE QUESTIONS**

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the extended-response questions on CSET: Filipino Subtest I.

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
<b>DEPTH AND BREADTH OF UNDERSTANDING</b>	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

***Relevant Subject Matter Requirements for Literary and Cultural Texts and Traditions***

- Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.
- Analyze and interpret a wide range of literary and cultural texts.
- Evaluate the use of language to convey meaning, to inform, to persuade, or to evoke reader response.
- Analyze the elements of literary works.
- Interpret the use of rhetorical and literary techniques.

***Relevant Subject Matter Requirements for Cultural Analysis and Comparisons***

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the relationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

**Scoring Scale.** Scores will be assigned to each response to the extended-response questions on CSET: Filipino Subtest I according to the following scoring scale.

<b>SCORE POINT</b>	<b>SCORE POINT DESCRIPTION</b>
<b>4</b>	<p><b>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial and accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects a comprehensive understanding of the assignment.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequate understanding of the assignment.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is limited accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited understanding of the assignment.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is weak; there are no or few relevant examples.</li> <li>• The response reflects little or no understanding of the assignment.</li> </ul>
<b>U</b>	<p><b>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.</b></p>
<b>B</b>	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>