



**California
Subject
Examinations for
Teachers®**

TEST GUIDE

**FILIPINO
SUBTEST II**

**Sample Questions and Responses
and Scoring Information**

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CS-TG-QR191X-03

Sample Test Questions for CSET: Filipino Subtest II

Below is a set of questions that are similar to the questions you will see on Subtest II 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.

Please note that at the actual test administration, you will hear rather than read the passages for the listening comprehension questions.

(The examinee will hear and read in the test booklet:)

1. **This assignment is a listening comprehension exercise. You will hear a short conversation. After you have heard the conversation twice, you will respond in writing to the assignment that appears in your test booklet. Before you hear the conversation, you will be given 30 seconds to study the assignment. Begin studying the assignment now.**

(The examinee will read in the test booklet:)

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

- identify Mr. Dimagiba's problem;
- describe the most likely relationship between Mr. Dimagiba and Mr. Regalado; and
- evaluate the appropriateness of the language used in this conversation.

(The examinee will hear:)

Listen carefully to the following conversation. After you have heard it twice, respond to the assignment that appears in your test booklet.

male: Magandang umaga. Ako po ay si Oscar Dimagiba. Maari ko po bang makausap ang inyong manedyer, si G. Regalado?

female: Mayroon ho ba kayong usapan kung anong oras kayo magkikita?

male: Mayroon po, Miss. Ano nga po ang inyong pangalan? Dapat ay kaninang alas otso pa ho. Huli na nga ho ako at natrapik ako nang husto.

female: Ako ay si Miss Matias, ang kanyang sekretarya. Hinintay nga ho niya kayo kanina pa. Nasa miting na ho siya ngayon. Makakapaghintay po ba kayo? Kadalasan ho ay inaabot ang miting nila ng mga tatlong oras at kasisimula lang nila.

male: Sana nga ho pero mayroon pa po akong ibang pupuntahan. Kung maaari ho ay ipagbibilin ko na lang sa inyo ang drowing na ito ng aming susunod na proyekto. Maaari ho bang tawagan ko siya mamayang hapon para mapag-usapan ang mga mahahalagang bagay tungkol dito?

female: Maaari ho siguro, pero ayon sa kanyang kalendaryo, may mga kompromiso siya ngayong hapon.

male: Susubukan ko ho. Maraming salamat.

female: Salamat din ho.

2. **Read the letter below; then complete the exercise that follows.**

Mahal kong Kumare,

Kumusta kayo ni Kumpadre? Sana kayo ay nasa mabuting kalagayan.

Heto na naman ako at sumusulat sa iyo. Alam mo namang ikaw lamang ang hingahan ko ng aking mga suliranin sa buhay. Kami sana ni Kumpadre mo ay ayos lamang. Ang aming problema ay ang aming pangalawang anak na lalaki. Labingwalong taong gulang na at akala niya ay alam na niya ang lahat sa mundo. Nagta-tayngang kawali sa aming mga pangaral. Ipinasok namin sa kolehiyo ngunit hindi naman nag-aaral, kaya ang mga grado sa klase ay napakababa. Ang sabi ng kanyang ama kung hindi siya magbabago ay magbibilang siya ng poste balang araw.

Noong isang araw ay nagpaalam at luluwas daw siya riyan sa Maynila para maghanap ng trabaho. Natatakot naman ako sa buhay sa siyudad, kaya hindi ko mapayagan. Ang sabi naman ng kumpadre mo ay baka makabubuti para matuto.

Ano ang palagay mo? Ikaw na nandiyan sa Maynila ay alam mo kung ano ang kanyang maaaring kahinatnan.

O, sige na at alam ko na marami ka ring ginagawa. Ihalik mo ako sa inaanak ko.

Nagmamahal,
Sonya

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

- identify the purpose of Sonya's letter;
- interpret one of the idiomatic expressions Sonya uses in her letter; and
- analyze the difference between the approaches Sonya and her husband take to the issue Sonya describes.

3. **Complete the exercise that follows.**

Proposed: That as a condition of graduation from high school, students in the United States be required to devote 50 hours to community service activities.

Writing in Filipino, write a response in which you take a position for or against the proposal stated above. Be sure to support your position.

(The examinee will hear and read in the test booklet:)

4. **Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in Filipino. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.**

(The examinee will read in the test booklet:)

Imagine that a friend from the Philippines has been offered a job in a city near where you live, and asks your opinion on the pros and cons of living and working in your area. Speaking in Filipino, discuss the advantages and disadvantages of living and working in your area. In your response you may include, but are not limited to, the following topics:

- a brief description of some of the important features of the area in which you live (e.g., climate, natural features, mix of population, education and medical facilities, recreational and entertainment options);
- an explanation of the advantages of living and working in your area; and
- an explanation of the disadvantages of living and working in your area.

(The examinee will have two minutes to study the instructions above; then two minutes to respond on audiotape.)

(The examinee will hear and read in the test booklet:)

5. **Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in Filipino. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.**

(The examinee will read in the test booklet:)

Imagine that you are attending a summer institute at a university in the Philippines. You are asked to speak to a group of students about your previous college experiences. Speaking in Filipino, describe a college or university you have attended. In your response you may include, but are not limited to, the following topics:

- a description of a college or university you have attended;
- an explanation of why you chose to attend that college or university; and
- a rationale for your choice of a particular area of study at that college or university.

(The examinee will have two minutes to study the instructions above; then two minutes to respond on audiotape.)

Sample Written Response Sheets for CSET: Filipino Subtest II

For questions 1 and 2, 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 99901 AM Form # 191 CS 11/04/2006	ID# : 9-999-999-9 DO NOT WRITE IN THIS BOX. <input type="checkbox"/> <input type="checkbox"/>	Assignment 1 Response Sheet
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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 page of this response sheet is the only page 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.**

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

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DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

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BB PAGE 3

STOP. END OF ASSIGNMENT 1

CONTINUE YOUR RESPONSE HERE.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

BB PAGE 12

STOP. END OF ASSIGNMENT 5

Examples of Responses to Sample Questions for CSET: Filipino Subtest II

Language and Communication: Listening Comprehension

Question #1 (Strong Response)

Mr. Dimagiba arrived late for his meeting with Mr. Regalado, who is now in another meeting. Thus, he was not able to see the latter and also was unable to give the drawings for their next project. It is likely that Mr. Dimagiba had been commissioned by Mr. Regalado to provide the drawings, making him either a contractual employee or a person providing professional services (such as an architect).

The language is appropriate for an office setting. It should also be noted that the speakers (Mr. Dimagiba and the secretary) are addressing each other in a formal manner using "po" and "ho." Also, note that although it seems impossible for Mr. Dimagiba to speak to Mr. Regalado considering the latter's commitments in the afternoon, the secretary still answers with "maaari ho siguro," or "perhaps." There is a tendency not to give a definitive negative response in Philippine culture, in order to be more polite and also to avoid "hurt feelings" even in an office setting.

Question #1 (Weak Response)

Mr. Dimagiba did not arrive on time. He is a client of Mr. Regalado.

The language is correct.

Language and Communication: Reading Comprehension**Question #2 (Strong Response)**

Sumulat si Sonya dahil sa kanyang labingwalong taong gulang na anak na gustong lumuwas ng Maynila. Matagal na niyang problema ang anak na ito na matigas ang ulo at hindi nakikinig sa pangaral. Magkaiba ng opinyon si Sonya at ang kanyang asawa. Ang babae ay natatakot sa kahihinatnan ng anak dahil magulo ang buhay sa lungsod; ang lalaki nama'y nag-aakalang makabubuti sa anak ang pagluwas. Nais ni Sonya na hingin ang opinyon ng kanyang kaibigang nakatira sa Maynila.

Ang isang "idiomatic expression" na ginamit sa liham ay "magbibilang siya ng poste balang araw." Ang ibig sabihin nito ay mahihirapan siyang maghanap ng trabaho pagdating ng panahon. Madalas na ginagamit ang ekspresyong ito para sa mga taong tamad mag-aral.

Question #2 (Weak Response)

Sumulat si Sonya dahil gusto niyang humingi ng payo. Isa sa ginamit na idyomatikong ekspresyon ay "magbibilang siya ng poste balang araw." Ang ibig sabihin nito ay hindi siya madaling makahanap ng trabaho. Ayaw ni Sonya na pumunta sa Maynila ang anak. Gusto ng asawa ni Sonya na pumunta sa Maynila ang anak.

Language and Communication: Written Expression

Question #3 (Strong Response)

Naniniwala ako na dapat magbigay ng limampung (50) oras ng paglilingkod sa pamayanan o komunidad ang mga estudyante bago sila makapagtapos ng mataas na paaralan.

Ang ganitong paglilingkod ay may positibong epekto sa mga mag-aaral dahil sa mga sumusunod:

Una, iminumulat nito ang isipan ng mga mag-aaral sa kalagayan at mga suliranin ng kanyang pamayanan. Nararamdaman ng mga mag-aaral na sila ay bahagi ng isang pamayanan, at dahil dito ay dapat makibahagi para sa kagalingan nito.

Ikalawa, itinatanghal ng ganitong kondisyon ang katutubong pagpapahalaga sa konsepto ng "damayan." Ang pagdamay o pagtulong sa kapwa ay makikita natin sa mga tradisyon tulad ng bayanihan (halimbawa'y ang pamilyar na imahe ng sama-samang pagbubuhay ng inililipat na bahay o kaya ay ang sama-samang pagtatanim ng palay), at naka-ugat sa katangian ng mga pamayanang agrikultural (mas mabilis matatapos kung sama-samang gagapasin ang palay sa isang bukirin, at pagkatapos ay iyong sa susunod na bukirin naman).

Ikatlo, binibigyang-halaga ng naturang patakaran ang kahalagahan ng iba't ibang proseso ng pag-aaral sa labas ng silid-aralan. Sa pamamagitan ng paghikayat sa mga mag-aaral na makihalubilo sa mga tao mula sa iba't ibang sektor ng lipunan, makinig sa nais nilang sabihin, at unawain ang iba't ibang palagay at opinyon, natutunan ng mag-aaral na maging mapanuri sa mga nagaganap sa paligid. Ang pagbibigay ng serbisyo sa pamayanan, kung gayon, ay maituturing ding isang uri ng pag-aaral.

At ikaapat, nakikita ng mga mag-aaral na may kakanyahan silang maging bahagi sa paglutas ng mga suliranin at sa pagpapaunlad ng kanilang pamayanan sa partikular, at ng lipunang Pilipino sa pangkalahatan. Samakatuwid, sila ay nangagiging mga aktibo, sa halip na pasibong mamamayan ng pamayanan at lipunan.

continued on next page

Question #3 (Strong Response) *continued*

Batay sa mga nabanggit na dahilan, naniniwala ako na ang 50 oras ng "community service" o paglilingkod sa pamayanan ay nagdudulot ng kabutihan, hindi lamang sa pamayanang pinaglilingkuran kundi sa mag-aaral mismo. 'Ika nga ng isang kasabihang Pilipino, "Ang hindi marunong lumingon sa pinanggalingan, hindi makararating sa paroroonan." Posibleng lisanin ng mga mag-aaral ang kanilang kinalakhang lungsod upang magtungo sa kolehiyo, ngunit bago mangyari ito, mahalagang nakapag-ambag muna sila dito sa pamamagitan ng ilang oras ng paglilingkod.

Question #3 (Weak Response)

Oo, dapat maglingkod ang mga mag-aaral sa komunidad bago magtapos ng mataas na paaralan. Importante ang pagtulong sa kapwa. Dapat silang magbigay pabalik sa komunidad. Ang pagtulong ay bahagi ng tradisyong Pilipino.

Language and Communication: Oral Expression

Question #4

A strong response to this oral expression assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #4 could include:

- a brief description of some of the important features of the area in which you live (for example, climate, natural features, mix of population, educational and medical facilities, recreational and entertainment options)
- an analysis of the advantages and disadvantages of living and working in your area

Question #5

A strong response to this oral expression assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #5 could include:

- a description of the college or university: its size, whether it is in an urban or a rural setting, the student population, etc.
- an explanation of why you chose to attend that college or university, e.g., the geographical location or the recreational activities in the area
- a discussion of why you chose to pursue a particular area of study at that college or university: career goals, personal interests, etc.

Scoring Information for CSET: Filipino Subtest II

Because the questions on CSET: Filipino Subtest II are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes (for written responses) or 2 minutes (for oral responses) 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 questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and page 17). Each response will be assigned a score based on an approved scoring scale (see pages 16–18).

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 II

A. SHORT (FOCUSED)-RESPONSE QUESTIONS

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the short (focused)-response questions on CSET: Filipino Subtest II.

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 Listening Comprehension

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

Relevant Subject Matter Requirements for Reading Comprehension

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

Relevant Subject Matter Requirements for Oral Expression

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

Filipino Subtest II

Scoring Scale. Scores will be assigned to each response to the short (focused)-response questions on CSET: Filipino Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	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. <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	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. <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	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. <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.

For Listening Comprehension and Reading Comprehension:

U	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	The "B" (Blank) is assigned to a response that is blank.

For Oral Expression:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, inaudible/incomprehensible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

B. EXTENDED-RESPONSE QUESTION

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

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.
DEPTH AND BREADTH OF UNDERSTANDING	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

Relevant Subject Matter Requirements for Written Expression

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

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

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>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.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial and accurate application of relevant subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects a comprehensive understanding of the assignment.
3	<p>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.</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. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequate understanding of the assignment.
2	<p>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.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is limited accurate application of relevant subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited understanding of the assignment.
1	<p>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.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no accurate application of relevant subject matter knowledge. • The supporting evidence is weak; there are no or few relevant examples. • The response reflects little or no understanding of the assignment.
U	<p>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 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>