



California Subject Examinations for Teachers®

TEST GUIDE

ARMENIAN SUBTEST I

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Armenian Subtest I

Below is a set of questions that are similar to the questions you will see on Subtest I of CSET: Armenian. 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 all texts in both Eastern and Western Armenian are presented using classical orthography. The only exception to this rule occurs in the Linguistics of the Target Language: Transformation and Error Analysis exercise, which contains two sentences written in the new orthography that you will be asked to rewrite using classical orthography.

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 Armenian 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).

If you choose to respond in Armenian, you may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must write consistently in either Eastern Armenian or Western Armenian.

2. Complete the exercise that follows.

To demonstrate your understanding of the linguistic structures of Armenian and English, write a response, in either Armenian or English, in which you compare the use of postpositions in Armenian with the use of prepositions in English. Give specific examples in Armenian and English to support your response.

You may give Armenian examples in either Eastern Armenian or Western Armenian.

If you choose to respond in Armenian, you may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must write consistently in either Eastern Armenian or Western Armenian.

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

One neighbor is congratulating another neighbor in Armenian on the birth of her first child and is presenting her with a gift for the child.

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

- identify the sociolinguistic factors that would influence this conversation; and
- discuss how these factors would likely affect the conversation, providing examples to support your statements.

If you choose to respond in Armenian, you may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must write consistently in either Eastern Armenian or Western Armenian.

4.

PART I

Rewrite each sentence below, transforming it according to the directions given. Your responses must be written in Eastern Armenian or Western Armenian as directed.

A. Rewrite the sentence below, transforming it from direct discourse to indirect discourse. Your response must be written in Eastern Armenian.

Աշակերտը ուշացած դասարան մտաւ եւ ասաց. «Ճանապարհին արկած ունեցանք, եւ ես այդ պատճառով ուշացայ»:

B. Combine the two sentences below, maintaining the meaning of the original sentences. Your response must be written in Western Armenian.

Այնքա՛ն յոգնած եմ: Բայց պտոյտի պիտի երթամ:

C. Rewrite the sentence below, changing it from past tense to future tense. Your response must be written in Western Armenian.

Աշխատանքի ժամուն ներս մտայ եւ աչք նետեցի պաշտօնեաներուն վրայ:

PART II

Rewrite each sentence below, correcting all errors while retaining the original meaning. Your responses must be written in Eastern Armenian or Western Armenian as directed.

D. Your correction of the sentence below must be written in Eastern Armenian.

Աշխատանքը վերջացնելուց յետոյ, բոլորդ դուրս եկանք եւ ես դուրը փակեց:

E. Your correction of the sentence below must be written in Eastern Armenian.

Նոր լեզու սովորելիս, բառարանի գործածութիւն շատ անհրաժեշտ:

F. Your correction of the sentence below must be written in Western Armenian.

Երէկ ես հանդիպեցաւ մարդու մը, որ փուռէն հաց կը գնեմ եւ կ'ուտեմ:

PART III

Rewrite each sentence below using classical orthography. Your responses must be written in Eastern Armenian or Western Armenian as needed.

G. Հասմիկը բարի ու ազնիվ աղջիկ մըն է: Ան սիրված է իր բոլորբարեկամներու կողմէ:

H. Ավոն Երեւանից վերադառնալուց ի վեր հայերեն խոսելու առիթ չեր ունեցել:

5. Read the passage below by Hagop Baronian (1843–1891); then complete the exercise that follows.

Աստուածներու գերագոյն ժողովոյն ատենապետ ոսկերիչ աստուածն, ժողովոյն կողմէ նախապէս տրուած որոշման համաձայն, ի նիստ կը հրաւիրէ ժողովականներն, ընտրելու համար իրենց քրմապետը:

Այս հրաւերին վրայ աստուածներն, որ երկու, երեք, չորս կուսակցութեանց բաժանուած էին, անմիջապէս կը զինուին պերճախօսութեամբ, տրամաբանութեամբ, պատմական իմաստասիրութեամբ, բնական գիտութեամբ, քիչ մ'ալ ստախօսութեամբ, զրպարտութեամբ, բծախնդրութեամբ եւ իմաստակութեամբ, եւ կը պատրաստուին ժողովատեղին երթալ հետեւեալ օրն, եւ իւրաքանչիւր կուսակցութիւնն գովել հոն իւր ընտրելին եւ պարսաւել ու զրպարտել ուրիշներու ընտրելիներն, ըստ խորհրդարանական հնաւանդ սովորութեան:

Եւ ահա նոյն երեկոյն կէս պաշտօնական ազդ մը կամ քառորդ պաշտօնական ծանուցում մը կը յայտարարէ թէ ինչ–ինչ պատճառներու համար յետաձգուած է նիստն:

Աստուածներու մէջ ժողովներն միշտ ինչ–ինչ պատճառներու համար կը բացուին, կը գոցուին եւ կը յետաձգուին եւ այս անիծեալ ինչ–ինչ պատճառներ միշտ գաղտնի կը մնան խեղճ մահկանացուաց: Այս ծանուցումն մեծ իրարանցում կը պատճառէ ժողովականաց: Իւրաքանչիւր կուսակցութիւն իրեն համար դաւ մը կը նկատէ այս ծանուցումն զոր հնարած է, կ'ըսէ, միւս կուսակցութիւնն, որպէսզի մեզ կուսակից ժողովականներն բացակայ մնան ժողովէն եւ ինքն քրմապետ ընտրէ իւր ուզած քուրմն:

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

- summarize the passage;
- analyze how the author creates the tone of the passage; and
- discuss one significant contribution that Hagop Baronian made to Armenian literature and culture.

If you choose to respond in Armenian, you may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must write consistently in either Eastern Armenian or Western Armenian.

6. Complete the exercise that follows.

Using your knowledge of Armenian culture and history, write a response, in either Armenian or English, in which you discuss the origin and significance of the Armenian alphabet. In your response, you may wish to include, but are not limited to, the following topics:

- a description of the creation of the Armenian alphabet;
- a discussion of one way in which the creation of the Armenian alphabet influenced the development of Armenian culture and identity;
- an analysis of one way in which the importance of the Armenian alphabet is reflected in the practices or products of contemporary Armenian culture.

In discussing Armenian culture, you may address culture both in Armenia and in the Diaspora. Be sure to give specific examples to support your claims.

If you choose to respond in Armenian, you may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must write consistently in either Eastern Armenian or Western Armenian.

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.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Seat 99901</td></tr> <tr><td style="padding: 2px;">AM</td></tr> <tr><td style="padding: 2px;">Form #</td></tr> <tr><td style="padding: 2px;">CS XX/XX/2007</td></tr> </table>	Seat 99901	AM	Form #	CS XX/XX/2007	ID# : 9-999-999-9	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">Assignment</td></tr> <tr><td style="font-size: 2em; text-align: center; padding: 10px;">4</td></tr> <tr><td style="padding: 5px;">Response Sheet</td></tr> </table>	Assignment	4	Response Sheet
Seat 99901									
AM									
Form #									
CS XX/XX/2007									
Assignment									
4									
Response Sheet									
Form Number	SUBTEST I								

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 C) on the lines below.

A. _____

B. _____

C. _____

**DO NOT WRITE
IN THIS SPACE.**



9999999999EE4S

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

EE PAGE 9

GO ON TO PART II ON THE NEXT PAGE.

CONTINUE YOUR RESPONSES HERE.

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

D.

E.

F.

Write your responses to Part III (G and H) on the lines below.

G.

H.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

EE 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.

EE PAGE 12

STOP. END OF ASSIGNMENT 5

Examples of Responses to Sample Questions for CSET: Armenian 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).

Linguistics of the Target Language

Question #2 (Strong Response)

Prepositions in English, which occur preceding the nouns they modify, and postpositions in Western Armenian, which occur following the nouns they modify, both assign a semantic function to the nouns they modify. For example, both languages use these constructions to express concepts such as specifying location.

Western Armenian postposition "location + on"

Մայրս ճաշը սեղանին վրայ դրաւ:

English preposition "on + location"

My mother put the meal on the table.

Western Armenian also has prepositions in a few cases, so both English and Western Armenian would both have prepositions for certain instances, such as expressing the concept "until."

Western Armenian preposition "until + time"

մինչեւ վերջ

"toward + noun"

դէպի յաղթանակ

English preposition

"until + time"

until the end

"toward + noun"

toward victory

Both languages also require the nouns in both prepositional or postpositional phrases to be inflected for case. In English, the case assigned in prepositional phrases is always accusative: "to him," "near her." In Western Armenian, postpositions assign one of three cases: genitive, dative, or ablative. The following three postpositions require the cases indicated on the nouns that precede them.

genitive (իմ) մասիս* about (me)

(The postposition is մասին. But, because of իմ, which is in genitive case, in Western version, ց should be replaced by possessive suffix u. If the preceding is a noun, then there should be ց instead of u.)

continued on next page

Question #2 (Strong Response) *continued*

dative	(սեղանի մը) մօտ	next to (a table)--indefinite
	(սեղանին) մօտ	next to (the table)--definite
	(քնանալու) ատեն	during (sleeping)
ablative	(աւարտելէ) ետք	after (graduation)

Question #3 (Strong Response)

Երկու հարեւանների միջև տեղի ունեցած խօսակցութիւնը ցոյց է տալիս, որ նրանք արեւելահայ են, համարեա հասակակից են, բայց այցելու հարեւանը մի քիչ աւելի տարեց է, միջին խաւին են պատկանում եւ հայեցի կրթութիւն ունեն:

Վերը նշուած ընկերային ու լեզուային ազդակների առկայութեամբ, նրանք խօսում են ոչ-գրական, խօսակցական լեզուով, օրինակ՝ էս եւ ոչ այս կամ հերով-մերով եւ ոչ հայրով-մայրով, բայց ոչ բարբառով. նրանք իրարու դիմում են եզակի եւ ոչ յոգնակի, բայց մի քիչ տարիքի տարբերութեան բերումով, Վարդանուշը անունով չի դիմում այլ քոյրիկ է կանչում հարեւանին. նրանց խօսակցութեան մէջ շատ են ժողովրդական դարձուածքները, օրինակ՝ խերով-բարով, բալա...

Question #4 (Strong Response)

- A. Աշակերտը ուշացած դասարան մտաւ եւ ասաց, որ ճանապարհին արկած են ունեցել, եւ ինքը այդ պատճառով է ուշացել:
- B. Այնքան՝ յոգնած են, բայց պտոյտի պիտի երթամ:
- C. Աշխատանքի ժամուն ներս պիտի մտնեմ եւ աչք (պիտի) նետեմ պաշտօնեաներուն վրայ:
- D. Աշխատանքը վերջացնելուց յետոյ, բոլորս դուրս եկանք եւ ես դուր լիակեցի:
- E. Նոր լեզու սովորելիս, բառարանի գործածութիւնը շատ անհրաժեշտ է:
- F. Երէկ ես հանդիպեցայ մարդու մը, որ փուռէն հաց կը գներ եւ կ'ուտեր:
- G. Յասմիկը բարի ու ազնիւ աղջիկ մըն է: Ան սիրուած է իր բոլոր բարեկամներուն կողմէ:
- H. Աւոն (Աւօն) Երեւանից վերադառնալուց ի վեր հայերէն խօսելու առիթ չէր ունեցել:

Literary and Cultural Texts and Traditions

Question #5 (Strong Response)

This passage, which is a satire of the Armenian establishment and government bureaucracy, can be summarized as follows: Gods who are members of various parties are invited to an assembly to choose a leader, but soon learn more or less officially that the assembly has been postponed for unknown reasons. As each of the parties starts suspecting the others of conspiring against them, it becomes obvious that they will never get around to deal with any more important matters.

Baronian creates a comical and satirical tone throughout this passage. He establishes this tone in part by using an exaggerated version of bureaucratic language. He also establishes this tone with the antithesis describing the various attributes with which the Gods (i.e., the members of the Armenian establishment) will be "armed" to attend the assembly. In two lines the respectable portraits of the Gods who want to look eloquent, profound, and knowledgeable are turned into caricatures in which less flattering traits such as corruption, shallowness, and grandiloquence stand out. The third paragraph continues to satirize bureaucracy by flaunting the absurd and murky procedures that characterize this type of administration. Typical of an unaccountable bureaucracy, the "reasons" for postponing the meeting are never mentioned. The author plays with the universal adage, "God works in mysterious ways." In this case, however, in a satirical play on words, the mysterious ways become "cursed" because they plague the whole functioning of the administration. By evoking "the miserable human beings," the author sharpens his criticism of this bureaucracy whose selfish members mostly care about themselves and protecting their position, and whose real victims are ultimately the ordinary Armenian people.

When it came to denouncing the Armenian intelligentsia's lack of dedication to ordinary Armenian people, Hagop Baronian never missed an occasion to put his natural comic talent to good use. While Armenia was under the Ottoman Empire's rule during his life, Baronian was

continued on next page

Question #5 (Strong Response) *continued*

openly dedicated to the Armenian national cause. This dedication caused him to be the victim of much persecution both from the Ottoman government as well as some Armenians in the leadership. Never compromising in his criticism of politics, economic institutions, social hypocrisy, corruption, and immorality, his only goal was to raise the consciousness of the Armenian people. He never indulged in the idealized and romanticized literary accounts of Armenian history -- very popular during the second half of the nineteenth century -- which could have helped stabilize his disastrous financial situation. As a writer, one of Baronian's main concerns was the modernization of Western Armenian literary language. He wanted the Armenian language to become a means of communication accessible to all. Because of his ongoing battle with the establishment, Hagop Baronian never saw any of his plays staged during his lifetime. He became very famous after his death as Armenia's greatest satirical author. Some of his works have made into films quite recently. Baronian's novels and plays still resonate with readers and viewers today because he always developed strong universal themes.

Cultural Analysis and Comparisons**Question #6 (Strong Response)**

During the early years of Armenia's Christianization, there was an increasing need for a Bible written in a language that all the Armenian people could understand. Until the early 5th century, there was no official Armenian alphabet, so, in order to translate the Bible, Mesrop Mashtots invented the Armenian alphabet. Since Greek and Pahlavi were the written languages used in Armenia at that point in time, the original alphabet showed the influence of the alphabets of these two languages. The Armenian alphabet had 36 letters and was composed as a prayer, beginning with "A" as "Astvats" (God) and ending with "K" as "K'ristos"

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Question #6 (Strong Response) *continued*

(Christ). Once the alphabet was completed, Mesrop Mashtots and his disciples created the written (literary) classical form of the Armenian language, or "grabar," and set out to translate the Bible. Mesrop Mashtots has since been elevated to sainthood and is known by Armenians as St. Mesrop.

While the Armenian Church was gathering strength and becoming more unified due to the creation of the alphabet, Armenia's political unity was threatened by its neighbors. The Armenians realized then that cultural unity would be their strongest means of survival as a people. Equipped with their newly created alphabet, Armenian scholars set out to translate religious and philosophical works, create their own literature and sciences, write down their history, and develop scholarly institutions. Even as the kingdom was disintegrating, its church and its literature enjoyed a golden age. Soon, as Armenians became educated in reading and writing their own language, the Armenian written form entered the political stage, where it could be used as a means of national recognition and resistance, to circulate political messages and proclamations between Armenians living under different political regimes. Having their own alphabet gave the Armenians their own national written expression; this means of expression ultimately allowed them to emancipate themselves culturally and politically from their powerful neighbors.

Nowadays, the particular script and rich thriving literature of Armenia remain a unifying force for Armenian communities all around the world. The alphabet is the same as it was in the early fifth century, although it now includes two new letters that were added along the way. Still a major symbol of Armenian cultural identity, the Armenian alphabet has provided over the years a strong protection against assimilation by occupiers as powerful as the Persians, the Turks, and the Soviets. Armenian people are very proud of their alphabet, which they consider sacred. Armenian families often display an Armenian alphabet on their wall at home. One of the most precious treasures of Armenia is a large alphabet made of the gold and precious stones that was sent to Armenia by Diaspora Armenians.

Scoring Information for CSET: Armenian Subtest I

Because the questions on CSET: Armenian 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 20–22). Each response will be assigned a score based on an approved scoring scale (see pages 20–23).

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: Armenian 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: Armenian 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
(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: Armenian 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 specified form or orthography of 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>

B. LINGUISTICS OF THE TARGET LANGUAGE: GRAMMATICAL TRANSFORMATION, ERROR ANALYSIS, AND ORTHOGRAPHIC TRANSFORMATION

Performance Characteristics. The following performance characteristic will guide the scoring of responses to the Linguistics of the Target Language: Grammatical Transformation, Error Analysis, and Orthographic Transformation questions on CSET: Armenian 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 (Grammatical Transformation, Error Analysis, and Orthographic Transformation)

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

Grammatical Transformation

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.

Error Analysis

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.

Orthographic Transformation

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

The candidate's response correctly rewrites the sentence using classical orthography.

Scoring Scale. Scores will be assigned to the Linguistics of the Target Language: Grammatical Transformation, Error Analysis, and Orthographic Transformation questions on CSET: Armenian 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: Armenian 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.
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 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: Armenian Subtest I 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 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>