



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## HMONG SUBTEST I

### Sample Questions and Responses and Scoring Information

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CS-TG-QR198X-01

## Sample Test Questions for CSET: Hmong Subtest I

Below is a set of questions that are similar to the questions you will see on Subtest I of CSET: Hmong. 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 Hmong 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 Hmong, you may respond in either Hmong Der (White Hmong) or Mong Leng (Blue Mong). Within your response, however, you must write consistently in either Hmong Der (White Hmong) or Mong Leng (Blue Mong).

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

To demonstrate your understanding of the linguistic structures of Hmong and English, write a response, in either Hmong or English, in which you describe two major differences between the verb systems of Hmong and English.

Be sure to give specific examples to support your response. You may discuss either Hmong Der (White Hmong) or Mong Leng (Blue Mong) in your response.

If you choose to respond in Hmong, you may respond in either Hmong Der (White Hmong) or Mong Leng (Blue Mong). Within your response, however, you must write consistently in either Hmong Der (White Hmong) or Mong Leng (Blue Mong).

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

A Hmong woman in her thirties is working for a Hmong-American community service organization focused on helping small businesses. The woman is calling a successful Hmong business owner, a man in his fifties, to ask if he would consider volunteering to mentor a new Hmong business owner.

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

- identify the sociolinguistic factors (e.g., age, gender, setting) 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 Hmong, you may respond in either Hmong Der (White Hmong) or Mong Leng (Blue Mong). Within your response, however, you must write consistently in either Hmong Der (White Hmong) or Mong Leng (Blue Mong).

4.

**PART I**

**Rewrite each sentence below, transforming it according to the directions given. Your responses must be written in Hmong Der (White Hmong) or Mong Leng (Blue Mong) as directed.**

- A. Rewrite the sentence below, transforming it from a negative statement to a positive statement. Your response must be written in Hmong Der (White Hmong).**

Phau ntawv hais txog keeb kwm ntawm lub nroog Fresno yog ib phau ntawv uas tsis txaus siab li.

- B. Rewrite the sentence below, transforming it from future time to past time. Your response must be written in Hmong Der (White Hmong).**

Kuv txoj hauj lwm tshiab nyob rau hauv lub tsev saib ntawv yuav pib rau lub lim piam tom ntej no.

- C. Rewrite the sentence below, transforming it from active voice to passive voice. Your response must be written in Mong Leng (Blue Mong).**

Tug miv tom tug nas.

- D. Rewrite the sentence below, transforming it from a yes/no question to a positive statement. Your response must be written in Mong Leng (Blue Mong).**

Puas yog dlaim ntawv nuad tsis yooj yim teb le?

**PART II**

**Rewrite each sentence below, correcting all errors while retaining the original meaning. Your responses must be written in Hmong Der (White Hmong) or Mong Leng (Blue Mong) as directed.**

- E. Your correction of the sentence below must be written in Hmong Der (White Hmong).**

Kev kawm tsis yooj yig ntawv.

- F. Your correction of the sentence below must be written in Hmong Der (White Hmong).**

Koj luj tawg tag khob iav.

- G. Your correction of the sentence below must be written in Mong Leng (Blue Mong).**

Qha ntawv txaus sab heev kuv ua ib tus xib fwb.

- H. Your correction of the sentence below must be written in Mong Leng (Blue Mong).**

Nwg saib tau pum tug dlev dlha tom.

## 5. Read the contemporary "paj huam" poem below; then complete the exercise that follows.

Ua kev zoo ces ua tas tiam	Ua kev liam tsuas siv ib ntsais muag
Ces suab luag yuav ploj tam sim	Txoj kev chim txhob muab los siv
Thiaj tsis chiv ua ib lub mob	los mus nyob rau yus lub siab
Qhov tseem ntsiab uas kuv yuav hais	kom peb rais rov los sib hlub
Yam hnuv qub kom ntsa tas li	thiab kom ci yam nkaus lub hnuv
txoj kev hlub nws tseem ceeb tshaj	siab yuav kaj los vim sib pab
txhob mus thab mus thuam lwm tus	ua neeg mus tsuas yog ib tiam
ib mi pliag ces twb laus tas	muab xav mas twb tsis tsim nyog
yug los nyob hauv lub ntiaj teb	yog li peb tsis txhob sib thuam
txawm kuv ruam los thov txhob thuam	txawm kuv ruam los vim txoj hmoo

txawm kuv tsis zoo los tsuav kuv tseem yog kuv tus kheej.

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

- summarize the theme of the poem;
- describe how the poet uses contrast to emphasize the theme; and
- analyze how the poem reflects one significant cultural value in Hmong society.

Be sure to give specific examples to support your claims.

If you choose to respond in Hmong, you may respond in either Hmong Der (White Hmong) or Mong Leng (Blue Mong). Within your response, however, you must write consistently in either Hmong Der (White Hmong) or Mong Leng (Blue Mong).

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

Using your knowledge of Hmong history, geography, and culture, write a response, in either Hmong or English, in which you discuss the role of agriculture in traditional Hmong culture. In your response, you may wish to include, but are not limited to, the following topics:

- a description of one agricultural practice used by Hmong people in traditional settings;
- a discussion of the types of crops traditionally raised by Hmong people;
- an analysis of one way in which agriculture has played a key role in the development of Hmong culture and civilization.

Be sure to give specific examples to support your claims.

If you choose to respond in Hmong, you may respond in either Hmong Der (White Hmong) or Mong Leng (Blue Mong). Within your response, however, you must write consistently in either Hmong Der (White Hmong) or Mong Leng (Blue Mong).

# Sample Written Response Sheets for CSET: Hmong Subtest I

For questions 1–3, 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.

<b>Seat 99901</b> PM <b>Form #</b> CS 11/04/2006	<b>ID# : 9-999-999-9</b> DO NOT WRITE IN THIS BOX. <input type="text"/> <input type="text"/>	<b>Assignment</b> <b>1</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 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.

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DO NOT WRITE OUTSIDE THESE MARGINS.

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DO NOT WRITE OUTSIDE THESE MARGINS.

AA PAGE 3

STOP. END OF ASSIGNMENT 1

**Hmong Subtest I**

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 #</b> CS 11/04/2006	<b>ID# : 9-999-999-9</b> <small>DO NOT WRITE IN THIS BOX.</small> <div style="display: flex; justify-content: space-around; width: 100%;"><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.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D.** \_\_\_\_\_  
\_\_\_\_\_  
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**DO NOT WRITE OUTSIDE THESE MARGINS.**

**DO NOT WRITE OUTSIDE THESE MARGINS.**

**DO NOT WRITE OUTSIDE THESE MARGINS.**

**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  
IN THIS SPACE.**

AA PAGE 10

STOP. END OF ASSIGNMENT 4

**Hmong Subtest I**

For questions 5 and 6, examinees would record their written response to each question 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 #</b> CS 11/04/2006	<b>ID# : 9-999-999-9</b> <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: 30px;"></div><div style="border: 1px solid black; width: 40px; height: 30px;"></div></div>	<b>Assignment</b> <b>5</b> <b>Response Sheet</b>
<b>DIRECTIONS</b> 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. <b>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.</b>		
<div style="border: 1px solid gray; height: 300px; position: relative;"><div style="position: absolute; left: -40px; top: 50%; transform: translateY(-50%); white-space: nowrap;">DO NOT WRITE OUTSIDE THESE MARGINS.</div><div style="position: absolute; right: -40px; top: 50%; transform: translateY(-50%); white-space: nowrap;">DO NOT WRITE OUTSIDE THESE MARGINS.</div><div style="position: absolute; bottom: -40px; left: 50%; transform: translate(-50%, -50%); white-space: nowrap;">DO NOT WRITE OUTSIDE THESE MARGINS.</div></div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"><div style="text-align: center;"> <small>99999999190AA5S</small></div><div style="border: 1px solid black; padding: 2px;"><b>AA PAGE 11</b></div><div style="text-align: right;"><small>GO ON TO THE NEXT PAGE.</small></div></div>		

CONTINUE YOUR RESPONSE HERE.

DO NOT WRITE OUTSIDE THESE MARGINS.

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DO NOT WRITE OUTSIDE THESE MARGINS.

AA PAGE 12

STOP. END OF ASSIGNMENT 5

## Examples of Responses to Sample Questions for CSET: Hmong 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)

One difference between the verb systems of Hmong and English is how tense or time reference works in the two languages. Tense, as a way of referring to time, is part of the English verb system. Tense is typically marked on the main verb, the auxiliary verb, or the modal verbs. For example, the simple past tense in English is typically marked directly on the regular main verb:

English:       The boy jump-ed.

-simple past tense

In Hmong, the system of time reference is not marked directly on the verb, but rather using an adverbial phrase that sets the situation in time. The sentence above in Hmong would be something like:

The boy jump (+ a time adverbial such as "yesterday")

Tus tub dhia nag hmo.

Another difference between the verb systems of Hmong and English is that Hmong has a unique construction for conjoining predicates of sentences. Hmong has a serial verb construction. If the subject of the sentence stays the same, it is possible to add verb phrases in a string without any further subjects or conjunctions. In English, this kind of construction requires an overt conjunction before the last predicate, and often appears as a full sentence.

Hmong:       Tus poj niam mus yuav khoom tom taj laj.

English:      The woman walks to the store and buys food.

Question #3 (Strong Response)

The age difference between the younger woman and the older businessman and the fact that this is a professional business situation would make this a more formal situation and hence, a more formal conversation would take place. The fact that the woman and man are not already acquainted would also play a role in making this a formal conversation.

This conversation would be polite. The woman would speak respectfully to the older man, a successful business owner. They would probably limit the topic of conversation to only the business matter, rather than saying or asking anything personal.

In this situation, the young lady should not call the man by his first name, but should use a kinship term in order not to make the relationship look familiar or disrespectful. She would greet him using a greeting such as "Nyob zoo yawm txiv," or she might use another kinship term like txiv hlob, txiv ntxawm, or dab laug. Then she might continue the greeting by saying, "Nyaj nej sawv daws puav leej ntsib kev noj qab nyob zoo vob?"

When closing the conversation, the woman would again be formal. The woman would most likely end the conversation, thanking the man by saying something like, "Ua tsaug ntau yawm txiv" or "Kuv zoo siab uas tau sib tham nrog koj sib tham os yawm txiv. Ua tsaug thiab nyob zoo koj." The man would probably not use a kinship term in addressing the woman because that might not be appropriate in this situation, and he would respond in closing by saying something like, "Li ntawd los tau, li no mus zoo koj" or "Ua tsaug uas koj hu tuaj."

**Question #4 (Strong Response)**

- A. Phau ntawv hais txog keeb kwm ntawm lub nroog Fresno yog ib phau ntawv uas txaus siab kawg li.
- B. Kuv txoj hauj lwm tshiab nyob rau hauv lub tsev saib ntawv twb pib rau lub lim tiam dlau los no lawm.
- C. Tug tsuag raug tug miv tum.
- D. Dlaim ntawv nuav yooj yim teb kawg.
- E. Kev kawm ntawv tsis yooj yim.
- F. Koj lub khob iav tawg tag.
- G. Kuv txaus sab ua ib tug xib fwb qha ntawv heev.
- H. Nwg tau pum ib tug dlev dlha tod.

## Literary and Cultural Texts and Traditions

### Question #5 (Strong Response)

The theme of this poem is the importance of love, compassion, and tolerance to a person's heart. The poem urges the reader to respect everyone and stresses that, while it is easier to curse or reject other people, peace will only come to the loving heart.

The poem is laid out so that the verses mirror or answer each other. The use of contrast, such as good versus bad and loving versus cursing, creates a bouncing effect between the verses as if there were a discussion going on between one side of the poem and the other. For example, the first two verses exemplify the use of contrast to obtain the mirroring effect, as the poem claims that doing good will take a relatively long time, so it is a constant effort, while doing bad is as swift as it is effortless. Further on, the poem warns however that doing bad comes at a personal cost. The poem goes on to say that bringing love or doing good will bring peace to the mind or heart. This dichotomy of positive and negative serves to emphasize the aspects of behaving in a loving and beneficial manner, both to oneself and to the community. The very last verse stands alone at the bottom center of the poem to support what is going on in the poem and illustrates the humility of the narrator. This last sentence unites the contrasting sides of the poem into one imperfect whole that is deserving of love and tolerance.

This poem exalts the value of acting in love, compassion, and tolerance of one another that is very much encouraged in Hmong cultures. Hmong people are taught to be supportive of each other and they know that belonging to a community means that everyone's contributions are necessary in order to maintain the well-being of the entire group. Moreover, a community will thrive if the relationships among its members are based on love, respect, and tolerance; but it is important to know that this all can be destroyed if disrespect and hatred are allowed into one's heart.

## Cultural Analysis and Comparisons

### Question #6 (Strong Response)

The fundamental element of the traditional Hmong diet is rice. Back in Southern China, the Hmong cultivated rice in flooded fields, but those who, fleeing Chinese persecution, migrated all the way to the Laos mountains found themselves confronted with quite a challenge. In Laos, the mountain fields revealed a relatively poor soil at first sight, and clearly, it was not possible to flood these areas to grow rice. Hence the Hmong not only had to change their agricultural method, they also had to choose a new type of crop, thereby modifying their diet substantially. They opted to grow corn, and rice where possible, and created fields by cutting and burning the vegetation to clear the land, leaving the ashes to fertilize the soil. After three or four years of this treatment, the field was no longer as fertile, and was abandoned for at least ten years to recover from being planted. From the time of their arrival in Laos the Hmong mainly grew corn and rice along with various fruits, vegetables, and medicinal plants. In the early part of the twentieth century, they acquired the dry rice cultivation technology, and rice became again the staple of their diet. They continued to grow corn, but mainly to feed their farm animals.

Agriculture has played a central role in the history of the Hmong people and the definition of its culture. Migration, except for the relocation due to war, was often triggered by a need to find a new area to cultivate. In the mountains of Laos, for example, when all the usable land within about two hours of walk of their village had been exhausted, the Hmong moved their whole village to a new area in the mountains and started over again. Although the traditional diet of the Hmong people was also based on animal farming, hunting, and fishing, agriculture occupied most of the Hmong villagers. All family members were expected to participate in the agriculture and farming activities. Agriculture was therefore present in the organization as well as many other aspects of their day-to-day life. For example, when talking about seasons, the frame of reference was the growing cycle: when

*continued on next page*

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

the fields are prepared; when the various crops are planted; when they are harvested; etc. Traditional Hmong folk stories, poems, and songs often involve agricultural themes. And of course, the New Year festival, the biggest Hmong festival, corresponds to the harvest that it celebrates. Wherever they live, many Hmong people still desire to grow their own produce as they have done for so long. In the United States, whether in urban or in rural areas, Hmong people have been very creative in finding ways of growing their favorite vegetables and herbs, always adapting their own agricultural traditions to the conditions they find.

# Scoring Information for CSET: Hmong Subtest I

Because the questions on CSET: Hmong 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: Hmong 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: Hmong 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: Hmong 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: Hmong 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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*Relevant Subject Matter Requirements for Linguistics of the Target Language  
(Transformation and Error Analysis)*

- 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.

**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.

**Scoring Scale.** Scores will be assigned to the Linguistics of the Target Language: Transformation and Error Analysis questions on CSET: Hmong Subtest I as a composite score according to the following scoring scale.

<b>SCORE POINT</b>	<b>SCORE POINT DESCRIPTION</b>
<b>3</b>	7–8 tasks correct
<b>2</b>	4–6 tasks correct
<b>1</b>	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: Hmong 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: Hmong Subtest I according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<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>
3	<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>
2	<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>
1	<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>
U	<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	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>