



California Subject Examinations for Teachers®

TEST GUIDE

HMONG SUBTEST II

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Hmong Subtest II

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

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 Hmong or English, in which you:

- discuss the event that the man is interested in attending;
- characterize the relationship between the speakers; and
- analyze the cultural significance of the setting.

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).

(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: Nyob zoo Kab Lia. Koj tuaj thiab los?

female: Aws. Kuv tuaj thiab mas. Koj tuaj thiab los?

male: Aws. Kuv zoo siab heev uas tau rau ntsib koj rau hauv Hmoob Fresno lub tsiab peb caug no.

female: Kuv los tib yam thiab. Tau ntev tsis tau sib pom, koj tuaj mus nyob rau qhov twg lawm?

male: Kuv tuaj nyob rau lub xeev Massachusetts lawm. Hos koj ne?

female: Kuv tuaj nyob hauv Fresno no xwb.

male: Hnov tias Fresno lub tsiab peb caug yog Hmoob ib lub tsiab peb caug loj tshaj plaws nyob rau teb chaws no. Yog li no, thov qhia me ntsis rau kuv paub seb thaum txog peb caug no ho muaj tej yam kev lom zem dabtsi thiab?

female: Tau kawg mas. Lub peb caug no muaj neeg coob li ntawm 20,000 leej Hmoob tuaj qhov txhia chaw tuaj koom. Thaum noj peb caug no, muaj xeeb niam nkauj ntsuab, xeeb seev cev, xeeb ncaws pob ntaus pob, thiab muaj ntau yam kev yeeb yam nrog rau ntau lub koom txoos seev cev rau yav tsaus ntuj.

male: Aub yog li no, kuv xav mus saib lawv xeeb niam nkauj ntsuab. Koj puas paub lawv xeeb rau thaum twg?

female: Lawv xeeb nyob rau taig kis thiab nag kis nauv lub tsev Industrial Commerce Building ntawd.

male: Kuv zoo siab tau tuaj koom nej lub tsiab peb caug no thiab ua tsaug uas koj tseem qhia me ntsis txog lub tsiab peb caug nod rau kuv. Sib ntsib dua.

female: Zoo siab tau nrog koj sib txuas lus. Sib ntsib dua.

2. **Read the passage from a newsletter below; then complete the exercise that follows.**

Nyob zoo txug Moob cov nreg xeem huv peb lub zog nuav

Peb Moob lub tsab peb caug yog ib yaam tseem ceeb heev kws peb Moob yeej muaj lug tau ntau tam tuab neeg lawm. Lub tsab peb caug txhaj le tseem qha tau has tas peb yog Moob. Txawm peb Moob yuav tsiv moog nyob rua lub teb chaws twg lawm los peb kuj tseem noj tsab peb caug ib xyoos ib zag. Lub tseem ntsab ntawm txuj kev noj peb caug nua yog ua zaub ua mov coj lug sib faib rua tej kwv tij neej tsaab hab ib tsoom phooj ywg noj kuas txuj kev phooj ywg hab txuj kev sib hlub tsuas muaj luj hlub hab ntev moog ntxiv. Nwg kuj tseem yog lub sij hawm kws suav dlawg lug su tsi ua num hab peb kuj tuaj sib koom ua kev lom zem ua si nruag rua txuj kev zoo sab xaa xyoo laug hab txais tog xyoo tshab. Yog le hod nwg twb yuav txug xyoo tshab lawm. Peb tug thawj coj Moob huv peb lub zog nuav txhaj xaav thov kev koom teg lug ntawm cov nreg xeem suav dlawg kuas tuaj sib paab. Lub tsab peb caug nuad yog peb suav dlawg lub yog le nuav thov kuas mej cov coj ntawm mej lub xeem paab xaa ib xeem ob tug tuab neeg tuaj paab dhla txuj kev noj peb caug zag nuav. Peb cov Moob tug thawj coj huv peb lub zog yuav muaj kev zoo sab ua mej suav quas dlawg tsaug hab peb suav dlawg maam sib ntsib rua nub noj peb caug hod.

Sau npe,

Moob tug coj huv peb lub zog nuav

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

- summarize the request the author is making;
- describe the audience to which this passage is addressed; and
- analyze how the author constructs the passage to emphasize the inclusive nature of the event.

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. Complete the exercise that follows.

Writing in Hmong, use the space provided to narrate an incident or event that you experienced as a student in high school or college. In your response you may include, but are not limited to, the following information.

- when the incident or event took place
- where the incident or event took place
- the circumstances in which the incident or event took place
- the outcome of the incident or event

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).

(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 Hmong. 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 Hmong-speaking friend 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 Hmong, 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 (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options); and
- an analysis of the advantages and disadvantages of living and working in your area.

You may respond in either Hmong Der (White Hmong) or Mong Leng (Blue Mong). Within your response, however, you must speak consistently in either Hmong Der (White Hmong) or Mong Leng (Blue Mong).

(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 Hmong. 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 being considered to receive a scholarship from a Hmong teachers' association to attend a conference about teaching languages other than English. Speaking in Hmong to the chair of the scholarship committee, describe what you expect to gain from attending the conference. In your response you may include, but are not limited to, the following topics:

- a description of the topics you would like to learn about at the conference;
- an explanation of your reasons for wanting to attend this particular conference; and
- a discussion of the professional benefits you expect to derive from attending the conference.

You may respond in either Hmong Der (White Hmong) or Mong Leng (Blue Mong). Within your response, however, you must speak consistently in either Hmong Der (White Hmong) or Mong Leng (Blue Mong).

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

Sample Written Response Sheets for CSET: Hmong 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 # CS 11/04/2006	ID# : 9-999-999-9 DO NOT WRITE IN THIS BOX. <input type="text"/> <input type="text"/>	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.

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DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

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: Hmong Subtest II

Language and Communication: Listening Comprehension

Question #1 (Strong Response)

Tus txiv neej uas twb tuaj rau hauv Hmoob Fresno lub tsiab peb caug tseem xav mus saib xeem niam nkauj ntsuab rau tag kis thiab nag kis ntawm lub tsev Industrial Commerce Building.

Tus txiv neej uas tuaj Massachusetts tuaj thiab tus poj niam uas nyob rau hauv Fresno, California. Nkawv ob leeg yuav tsum sib paub zoo ua ntej knowv sib ncaim tuaj rau lub teb chaws United States. Nkawv ob leeg kuj tau zoo siab sib ntsib nyob rau hauv Hmoob Fresno lub tsiab peb caug.

Hmoob lub tsiab peb caug nyob rau hauv lub zos Fresno yog ib lub koob tsheej loj heev. Khwv yees li 20,000 leej neeg tuaj rau lub koob tsheej nod. Cov kev lis kev cai tseem ceeb xws li sib xeem niam nkauj ntsuab, sib xeem seev cev, ncaus pob, ntaus pob, thiab ntau yam kev yeeb yam nrog rau ntau lub koom txoos seev cev yav tsaus ntuj nyob rau lub koob tsheej nod.

Language and Communication: Reading Comprehension

Question #2 (Strong Response)

On behalf of the Hmong leaders of the city, the author of the message is requesting that each Hmong clan send two volunteers to help prepare the Hmong New Year celebration event.

The audience to which this passage is addressed is composed of the leaders of the different Hmong clans of the city where the event is to take place.

The author of the message emphasizes the importance of the Hmong New Year celebration for the entire Hmong community. The author also stresses that this celebration belongs to all Hmong people from all the different clans who will get together for this event, and that all the clans should be involved in preparing for it.

Language and Communication: Written Expression

Question #3 (Strong Response)

Lub 9 hli xyoo 1993, uas kuv tau mus pib kawm ntawv nyob rau qib 9 ntawm lub tsev kawm ntawv Roosevelt High School hauv lub zos Fresno. Cov thawj tswj txoj kev qhia ntawv thiaj muab kuv tso rau chav Askiv hu ua ESL 1 (English as a Second Language). Cov thawj coj thiab tus kws qhia ntawv kuj hais kom kuv rau siab kawm ntawv thiab hais lus Askiv vim kuv nyuam qhuav tuaj rau lub teb chaws no xwb.

Nyob rau lub sij hawm ntawd, txoj kev kawm ntawv Askiv kuj tsis yooj yim rau kuv kiag li. Kuv tau muaj teeb meem thiab kev nyuaj siab txog txoj kev kawm ntawv Askiv vim kuv yeej ib txwm tsis tau kawm ntawv Askiv dua los li. Ib yam nkaus thiab, kuv niam thiab txiv los yeej ib txwm tsis tau kawm ntawv Askiv ib yam thiab lawv yuav tsis muaj peev xwm yuav pab tau kuv. Yog li ntawd kuv thiaj nco ntsoov txog cov thawj coj ntawm txoj kev qhia ntawv thiab kuv tus kwm qhia ntawv cov lus qhia tias "rau siab kawm ntawv".

3 lub hli twb tau dhau mus lawm. Kuv tau rau siab rau kuv txoj kev kawm ntawv Askiv. Kuv mus qiv ntawv hauv tsev saib ntawv los nyeem. Kuv sau cov lus uas kuv tsis paub cia thiab mam ho mus tshawb saib seb cov lus ntawd txhais li cas los ntawm ib phau ntawv txhais lus uas yog lus Askiv txhais uas lus Thaib. Ua li no kuj yog ib qho zoo uas kuv yuav tsis poob lossis tsis hnov qab cov lus Thaib uas kuv tau kawm los thiab. Ntau dua ntawd, kuv kuj tau sau ntau zaj dab neeg uas kuv txiv tau hais rau kuv ua lus Askiv. Yog li nod kuv txoj kev kawm ntawv Askiv kuj muaj zoo dua tuaj.

Thaum kuv tus kws qhia ntawv pom tau hais tias kuv txoj kev kawm ntawv Askiv zoo dua tuaj lawm. Nws kuj tau muab kuv rhais mus kawm chav siab zog uas hu ua ESL 3. Kuv kuj tau poob siab thiab ntshai heev vim txoj kev kawm ntawv Askiv no yuav haj yam tsis yooj yim rau kuv. Kuv kuj tau hais rau nws tias kuv yuav tsis pauv mus rau chav Askiv siab zog ntawd, vim kuv tej phooj ywg uas txawj ntse tshaj kuv twb kawm tsis tau nyob rau hauv ESL 3. Txawm li

continued on next page

Question #3 (Strong Response) *continued*

cas los xij, kuv tus kws qhia ntawv Askiv kuj tau hais rau kuv tias txoj kev kawm tsis yog kawm rov qab tab sis yog kawm mus. Yog li ntawd kuv yuav tsum ua siab tawv qhawv thiab rau siab mus kawm rau ESL 3. Thaum kawg kuv kuj tau hmoog thiab ua li nws hais.

Kuv tau mus kawm rau chav siab zog uas yog ESL 3. Tom qab ntawd kuv kuj tau rhais mus kawm rau chav Askiv 1 mus txog rau Askiv 4 hauv lub tsev kawm ntawv Roosevelt High School. Ntau dua ntawd kuv kuj kawm mus ntxiv rau tsev kawm ntawv qib siab nrog rau kuv txoj kev kawm ntawv Askiv los kuj tsuas muaj zoo dua tuaj vim kuv tseem nco qab ntsoov txog cov lus uas cov thawj coj ntawm txoj kev kawm ntawv thiab kuv tus kws qhia ntawv tau hais rau kuv tias "rau siab kawm ntawv thiab kev kawm tsis yog kawm rov qab tab sis yog kawm mus".

Question #3 (Weak Response)

Lub 9 hli xyoo 1993, uas kuv tau mus pib kawm ntawv nyob rau lub tsev kawm ntawv Roosevelt High School. Kuv tau mus kawm rau chav ESL 1. Txoj kev kawm ntawv Askiv kuj tsis yooj yim rau kuv kiag li. Kuv thiaj rau siab rau kuv txoj kev kawm ntawv Askiv. Kuv mus qiv ntawv hauv tsev saib ntawv los nyeem. Kuv sau cov lus uas kuv tsis paub cia thiab mam ho mus tshawb saib seb cov lus ntawd txhais li cas los ntawm ib phau ntawv txhais lus uas yog txhais lus Askiv txhais uas lus Thaib. Thaum kuv tus kws qhia ntawv pom tau hais tias kuv txoj kev kawm ntawv Askiv zoo dua tuaj lawm. Tom qab ntawd kuv kuj tau rhais mus kawm rau chav Askiv 1 mus txog rau Askiv 4 hauv lub tsev kawm ntawv Roosevelt High School. Ntau dua ntawd kuv kuj kawm mus ntxiv rau tsev kawm ntawv qib siab nrog rau kuv txoj kev kawm ntawv Askiv los kuj tsuas muaj zoo dua tuaj vim kuv tseem nco qab ntsoov txog cov lus uas cov thawj coj ntawm txoj kev kawm ntawv thiab kuv tus kws qhia ntawv tau hais rau kuv tias "rau siab kawm ntawv thiab kev kawm tsis yog kawm rov qab tab sis yog kawm mus".

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, distribution of people, mix of population, regional differences within the state, cultural amenities, 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 topics you would like to learn about at the conference
- an explanation of your reasons for wanting to attend this particular conference
- a discussion of the professional benefits you expect to derive from attending the conference

Scoring Information for CSET: Hmong Subtest II

Because the questions on CSET: Hmong 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 16). Each response will be assigned a score based on an approved scoring scale (see pages 15–17).

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 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: Hmong 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.

Scoring Scale. Scores will be assigned to each response to the short (focused)-response questions on CSET: Hmong Subtest II 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.

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: Hmong 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: Hmong 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>