



California Subject Examinations for Teachers®

TEST GUIDE

KHMER SUBTEST II

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Khmer Subtest II

Below is a set of questions that are similar to the questions you will see on Subtest II of CSET: Khmer. 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 dialogue. After you have heard the dialogue twice, you will respond in writing to the assignment that appears in your test booklet. Before you hear the dialogue, 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 Khmer or English, in which you:

- explain why the man is calling;
- describe the man's relationship to the woman; and
- analyze the appropriateness of the language used by the man.

(The examinee will hear:)

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

ស្រី : លោកអ្នកបានទូរស័ព្ទមកលេខ ...

ពេលនេះខ្ញុំមិននៅផ្ទះទេ

សូមទុកលេខទូរស័ព្ទ ឬពាក្យបណ្តាំ

ខ្ញុំនឹងទូរស័ព្ទត្រឡប់ទៅវិញពេលខ្ញុំមកដល់

ប្រុស : ជម្រាបសួររបស់ស្រី ខ្ញុំនឹងទៅញាំបាយនៅផ្ទះបងល្ងាចនេះ

ខ្ញុំនឹងទៅទទួលម៉ាក

ទៅជាមួយដែរ ។ ម៉ាកចង់

ធ្វើម្ហូបមួយមុខយកទៅជាមួយ ហើយគាត់

ចង់ដឹងថាបងចង់ញាំម្ហូបអ្វី សូមបង

ទូរស័ព្ទជម្រាបគាត់ ។

2. Read the passage below; then complete the exercise that follows.

អង្គរធំ មានចម្ងាយ ៧.៩០០ ម៉ែត្រពីក្រុងសៀមរាប និងចម្ងាយ ១.៧០០ ម៉ែត្រពីអង្គរវត្ត ។ អង្គរធំមានស្រះ៥៩៧វិញ ។ កំពែងខាងក្រៅមានទ្វារ ៥ គឺ ទ្វារ ២ នៅខាងកើត ១ ខាងត្បូង ១ ខាងលិច និង ១ ខាងជើង ឯទ្វារ ២ ខាងកើតនោះ ទ្វារ ១ នៅចំកណ្តាលហៅថា ទ្វារខ្មោច ទ្វារ ១ ទៀត នៅឆៀងខាងជើងត្រង់ព្រះណាសស្តេចហៅថា ទ្វារជ័យ ។ នៅតាមទ្វារនីមួយៗ ត្រូវទៅតាមស្ពានដែលឆ្លងកាត់ស្រះ ។ ផ្លូវនោះមានរូបនាគធំ នៅសងខាងកន្ទុយបែរទៅខាងក្នុង ក្បាលចេញមកខាងក្រៅ ។ រូបនាគម្ខាងមានរូបទេវតាជាច្រើន ទ្រង់មកដេញចាប់ទាញ ម្ខាងទៀតមានរូបអសុរជាច្រើន ដែលមានមុខក្រព្វវិចារ្យចាប់ទាញ ។

ផ្លូវដែលឆ្លងកាត់ស្រះចូលទៅកាន់ទ្វារទាំងអស់ កាលពីដើមសុទ្ធតែមានរូបនាគនៅសងខាងហើយមានទេវតា និងអសុរចាប់ទាញដូចសេចក្តីខាងលើនេះ តែសព្វថ្ងៃនេះបាក់បែកអស់ហើយ ប៉ុន្តែគេបានរៀបជួសជុលធ្វើផ្លូវដែលទៅតាមទ្វារជ័យ ឱ្យមានរបៀបដូចពីដើមឡើងវិញ ។ ទ្វារទាំង ៥ នោះមានទំហំ និងសណ្ឋានដូចគ្នា មានកំពស់ជាង ៧ ម៉ែត្រ ។ ទ្វារទាំងនោះ សុទ្ធតែមានក្បាច់ចម្លាក់ទាំងខាងក្នុង ទាំងខាងក្រៅ ហើយមានរូបក្បាលដំរីនៅសងខាងផង ។

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

- identify two of the significant physical features of Angkor Thom;
- discuss the most likely motivation for repairing the temple; and
- analyze how the writer creates an informative tone in the passage.

3. Complete the exercise that follows.

Writing in Khmer, 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

(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 Khmer. 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 Khmer-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 Khmer, 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.

(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 Khmer. 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 Cambodian teachers' association to attend a conference about teaching languages other than English. Speaking in Khmer 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 brief description of the topics you would like to learn about at the conference;
- an explanation of your reasons for wanting to attend the conference; and
- a discussion of the professional benefits you would expect to derive from attending the conference.

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

Sample Written Response Sheets for CSET: Khmer 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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BB PAGE 3

STOP. END OF ASSIGNMENT 1

CONTINUE YOUR RESPONSE HERE.

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BB PAGE 12

STOP. END OF ASSIGNMENT 5

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

Language and Communication: Listening Comprehension

Question #1 (Strong Response)

The man is calling to coordinate dinner plans with the person he is trying to reach, but she is not home so he must leave a message on the answering machine. She will most likely call him back as soon as she can, as he requests. The man who is calling is the brother of the woman on the answering machine. This is made evident by his reference to their mother. Thus their familial relationship can be inferred and it is clear from his message that they know each other well. The man is speaking in an appropriate way to his sister. He is using less formal language than he would if he were speaking to someone he didn't already know, an elder, or someone who has a higher level of authority.

Language and Communication: Reading Comprehension

Question #2 (Strong Response)

Two significant features of Angkor Thom mentioned in this article are that it is surrounded by a moat and that there are five doors decorated with carvings on its outer wall. The repairs described in this article being made to the temple are most likely motivated by a desire to protect such an important historical monument, and to make this national treasure accessible and safe for people to visit. The writer describes the architectural features of the monument, as well as how it was before changes or deterioration occurred, and the writer is giving information on the repairs that were going on at the moment of writing. The writer maintains an informative tone through the straightforward account and the avoidance of any personal opinions or emotions on the subject. The reader is only made aware of the status of the grounds and the type of repair that is taking place, but the writer does not go further into his feelings or any speculations about it.

Language and Communication: Written Expression

Question #3 (Strong Response)

តើមានមនុស្សប៉ុន្មានអ្នកទៀតដែលបានចាប់បដិសន្ធិក្នុងត្រកូលក្រីក្រ ហើយបានបន្តការសិក្សាយ៉ាងខ្ពង់ខ្ពស់ដូចជារូបខ្ញុំ ?

ឆ្នាំ ១៩៧០ ជាឆ្នាំដែលខ្ញុំពុំអាចបំភ្លេចបាន ។ ខ្ញុំទើបតែចូល ១៨ ឆ្នាំ ហើយមានសំណាងខ្ពង់ខ្ពស់ណាស់ ដោយបានទៅបន្តការសិក្សានៅទីក្រុងបាត់ដំបង ។

លោកដ៏មានគុណទាំងពីររបស់ខ្ញុំក្រីក្រណាស់ខាងភោគសម្បត្តិ ក៏ប៉ុន្តែលោកទាំងពីរវិបូណ៌ដោយធម៌មេត្តា ករុណា រក្សាខ្ញុំ ព្រមទាំងបងប្អូនខ្ញុំ និង អប់រំខ្ញុំទាំងអស់គ្នាឱ្យប្រព្រឹត្តតែអំពើល្អ និងខិតខំយកចិត្តទុកដាក់ក្នុងការសិក្សា ។ លោកទាំងពីរតែងមាន ប្រសាសន៍ប្រាប់ខ្ញុំថា : "ចំណេះវិជ្ជាជាកូនសោទិព្វ" ។ ពាក្យពេចន៍នេះហើយ ដែលខ្ញុំចងចាំជានិច្ច មានពេលខ្លះខ្ញុំរៀនភ្លេចគេង ព្រោះខ្ញុំចង់ឃើញទឹកមុខសប្បាយ រីករាយរបស់លោកដ៏មានគុណទាំងពីររបស់ខ្ញុំ ។ ខ្ញុំតែងស្រមៃឃើញនូវទឹកមុខដ៏ញញឹមរបស់ឪពុកម្តាយរបស់ខ្ញុំ ពេលខ្ញុំនាំយកនូវវង្វាន់ផ្សេងៗ និងសញ្ញាប័ត្រដែលខ្ញុំបានប្រឡងជាប់ពីពេលមុនៗ ។

ក្នុងឆ្នាំ ១៩៧០ នេះ ខ្ញុំបានប្តេជ្ញាចិត្តថា នឹងធ្វើឱ្យលោកដ៏មានគុណទាំងពីររបស់ខ្ញុំ សប្បាយលើសពីពេលមុនៗទាំងអស់ ព្រោះសញ្ញាប័ត្រលើកនេះជាសញ្ញាប័ត្រកំពូល ។ ក៏ប៉ុន្តែផ្ទុយទៅវិញ ខ្ញុំបានទទួលដំណឹងថា ម្តាយខ្ញុំមានជម្ងឺ ។

ជ័យជំនះនៃការប្រឡងបានមកលើកណ្តាប់ដៃរបស់ ខ្ញុំ ។ ខ្ញុំអរណាស់ៗៗៗៗៗៗ ខ្ញុំបានឡើងជិះឡានឈ្នួលមកផ្ទះកំសត់របស់ខ្ញុំមួយរំពេច ដើម្បីជម្រាបដំណឹងដ៏មហាធំធេងនេះជូនលោកឪពុកអ្នកម្តាយខ្ញុំ ព្រមទាំងសង្ឃឹមយ៉ាងមាំថា លោកដ៏មានគុណទាំងពីររបស់ខ្ញុំ ប្រាកដជាសប្បាយយ៉ាងសែនអស្ចារ្យ ។ តែផ្ទុយទៅវិញ ពេលខ្ញុំចូលដល់ក្នុងផ្ទះ ខ្ញុំស្រែកទ្រហ៊ុយ ព្រោះឃើញម្តាយខ្ញុំសម្រាន្តស្លូកស្លឹងនៅលើកន្តួលក្រហម ដែលអង្គុយជុំវិញដោយតា យាយ ពូ មីង បង ប្អូន និងញាតិ សាច់សារលោហិត ។ ពេលនោះ តាខ្ញុំបានហៅខ្ញុំឱ្យមកជិតគាត់ រួចប្រាប់ខ្ញុំឱ្យទៅអង្គុយជិតម្តាយខ្ញុំខាងស្តាំដៃ រួចនិយាយតិចៗតាមតែខ្ញុំចង់រៀបរាប់ ព្រោះម្តាយខ្ញុំឥឡូវនេះកំពុងតែភ្លឺក្នុងចំនួន ៧ ម៉ោងហើយ ។ រំពេចនោះ ខ្ញុំធ្វើតាមតាខ្ញុំ ។ ខ្ញុំចាប់ដៃ

continued on next page

Question #3 (Strong Response) *continued*

ម្តាយខ្ញុំតិចៗ ហើយខ្សឹបដាក់ត្រចៀករៀបរាប់ អំពីការខិតខំរៀនសូត្រព្រមទាំងបានប្រឡងជាប់នូវ
 សញ្ញាប័ត្រដ៏កំពូល ។ ខ្ញុំបានសន្យាជាមួយម្តាយខ្ញុំថា នឹងប្រឹងឱ្យអស់សមត្ថភាព ដើម្បីជួយគ្រួសារឱ្យមាន
 កិត្តិយស និងកិត្តិនាមខ្ពង់ខ្ពស់ទៅអនាគត ។ និយាយបណ្តើរ ទឹកភ្នែកហូរច្រណែន មួយសន្ទុះក្រោយមក
 ខ្ញុំភ្ញាក់ព្រើត ព្រោះដៃម្តាយខ្ញុំបានច្របាច់ដៃខ្ញុំវិញតិចៗ ខ្ញុំអរណាស់ ខំបន្តការឧទ្ទិសឋានជូនម្តាយខ្ញុំ មិនយូរ
 ប៉ុន្មាន ម្តាយខ្ញុំបានបើកភ្នែកសន្សឹមៗមើលមកខ្ញុំ រួចខ្ញុំសម្លេងខ្សោយៗថា : “កូនម៉ែ” ។

ខ្ញុំឱបម្តាយខ្ញុំយ៉ាងសែនសប្បាយ ចំណែកម្តាយខ្ញុំបានឱបខ្ញុំហើយប្រាប់ថា : “គេឱ្យម៉ែមកជួបកូនវិញ
 ហើយ” ។ ចាប់ពីពេលនោះមក ជីវិតរបស់ខ្ញុំកាន់តែអណ្តែតខ្ពង់ខ្ពស់ក្នុងផ្នែកសិក្សា ព្រោះមានមហាសប្បុរស
 ជន បានជួយឧបត្ថម្ភឱ្យទៅបន្តការសិក្សាថែមទៀតខាងផ្នែកវេជ្ជបណ្ឌិត នៅទីក្រុងភ្នំពេញ ដែលជាទីក្រុងធំ
 ជាងគេក្នុងប្រទេសខ្មែរក្នុងឆ្នាំ ១៩៧០ ។

Question #3 (Weak Response)

ខ្ញុំបានចាប់បដិសន្ធិក្នុងត្រកូលដ៏ក្រីក្រ តែដោយសំណាងដ៏ល្អរបស់ខ្ញុំ ខ្ញុំបានទទួលនូវ
 អំណោយទានយ៉ាងខ្ពង់ខ្ពស់ខាងផ្នែកសិក្សា ។

ក្នុងឆ្នាំ ១៩៧០ ឧបសគ្គដ៏មហាធំអស្ចារ្យបានប្រឈមមុខចំពោះខ្ញុំ ។ ឧបសគ្គទីមួយ
 គឺជាការប្រឡងប្រជែងយកសញ្ញាប័ត្របាក់ឌុប (BAC II) ។ ឧបសគ្គទីពីរ គឺម្តាយខ្ញុំមានជម្ងឺ
 ព្រមទាំងភ្នែកមិនដឹងខ្លួន ។

តែដោយការតាំងចិត្តប្តេជ្ញា និងសេចក្តីអត់ធ្មត់ប្រឹងប្រែងក្នុងការសិក្សា និងសេចក្តី
 ព្យាយាមយ៉ាងស្វិតស្វាញក្នុងការឧទ្ទិសឋានរបស់ខ្ញុំ ខ្ញុំបានទទួលជោគជ័យយ៉ាងមហាអស្ចារ្យ
 ក្នុងឆ្នាំ ១៩៧០ ។

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

Scoring Information for CSET: Khmer Subtest II

Because the questions on CSET: Khmer 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: Khmer 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: Khmer 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: Khmer 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: Khmer 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: Khmer 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>