



California Subject Examinations for Teachers®

TEST GUIDE

JAPANESE SUBTEST III

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Japanese Subtest III

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest III of CSET: Japanese. 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.

GENERAL DIRECTIONS

This portion of the test consists of six sections: (1) a listening comprehension section with multiple-choice questions, (2) a reading comprehension section with multiple-choice questions, (3) an oral expression section with a constructed-response assignment, (4) a listening comprehension section with a constructed-response assignment, (5) a reading comprehension section with a constructed-response assignment, and (6) a written expression section with constructed-response assignments. The directions for each section appear before that section.

For sections containing multiple-choice questions, read each question and answer choice carefully and choose the ONE best answer. Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing.

**DIRECTIONS FOR THE LISTENING COMPREHENSION
MULTIPLE-CHOICE QUESTIONS**

This section of the test contains multiple-choice questions that involve listening to an audio recording. Listen carefully to the recording. Each excerpt will be followed by one or more multiple-choice questions. Each multiple-choice question has four answer choices. After listening to an excerpt, read each question and answer choice carefully and choose the ONE best answer. Excerpts will vary in length. Unless otherwise indicated, each listening passage will be read twice.

The first recorded excerpt will begin playing automatically once you advance to the next screen. There will be 20 seconds of silence at the beginning of each recording. During these 20 seconds, you should familiarize yourself with the test question(s) presented on the screen.

Once the audio begins, you will not be able to pause, stop, or replay it. Therefore, listen carefully, then answer the question(s) on the screen. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You will not be able to go back and review your answers to questions in this section of the test. Once you move to the next question, you will not be able to go back to previous questions in this section. Therefore, be sure to select your answer carefully before you move to the next question. The next recorded excerpt will not begin playing until you advance to the next question.

Please be aware that the visual enhancements  and  are NOT available during this section of the test. Please DO NOT use these features until you have completed all listening items and proceeded to the remaining sections of the test.

(The examinee will hear and read on-screen:)

Listen carefully to the following conversation. You will hear it twice.

(The examinee will hear:)

鈴木敦夫：いらっしゃい。おや？ 小田さん！お久しぶり。最近見かけないね。

小田順子：ええ、うちの近くにスーパーができてね。それで、便利なもので、そっちですませちゃうの。

鈴木敦夫：ああ、そう。じゃあ、しょうがないか。で、今日はまたどうして？

小田順子：ちょっとこっちに用があって。

鈴木敦夫：そう。小田さんはもう大学卒業したの？

小田順子：ええ、今年卒業して、東京に戻るつもりなんです。

鈴木敦夫：それはおめでとう。ご両親も喜ぶだろうねえ。

小田順子：ええ。もう、4年近く離れてるから、いつも寂しがってて…。

鈴木敦夫：そうだろうねえ。で、今日は、何にする？

小田順子：そのトマト、下さい。

Now answer the two questions that follow.

(The examinee will read on-screen:)

1. Where is this conversation most likely taking place?
 - A. on the street
 - B. at Mr. Suzuki's home
 - C. at Mr. Suzuki's market
 - D. at Ms. Oda's parents' home

(The examinee will read on-screen:)

2. Which of the following best explains why the two speakers have not seen each other recently?
 - A. Ms. Oda has been away visiting her parents in Tokyo.
 - B. Ms. Oda no longer lives in Mr. Suzuki's neighborhood.
 - C. Ms. Oda has been busy studying so she can graduate.
 - D. A new supermarket opened near Ms. Oda's house.

**DIRECTIONS FOR THE READING COMPREHENSION
MULTIPLE-CHOICE QUESTIONS**

Each question in this section of the test is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing.

Read the passage below; then answer the three questions that follow.

昨日、東京都は東京高速道路の通行料金をこの4月から値上げすると発表しました。普通^{ふつう}普通車は100円の値上げで700円に、大型車は200円の値上げで1500円になるというもので、もしこの案が実行されれば、東京高速道路は全国でもっとも高い高速道路となります。しかしながら、東京高速道路は多くの人を利用する道路だけに、反対する声も多く出ています。

値上げを決めた東京都は、「これ以上の赤字をつくらないためにも、値上げはさけられない」としており、交渉には一切応じない意向です。東京在住の会社員の山本英弘さん(36)は、インタビューで「値上げ？とんでもない！東京高速道路は、いつも混んでいるし、値段も高い。もう使いたくないですね。」と答え、またタクシー運転手の川田昇(55)さんは「東京高速道路が赤字とは信じられないよ。値上げの理由にしてるだけじゃないのか。」と怒りをおさえきれない様子でした。

高速道路 toll highway

交渉 negotiation

意向 intention

3. According to the passage, which of the following statements about raising the tolls for the Tokyo highway is true?
- A. The tolls would go up by about 100 yen for cars of all sizes.
 - B. City officials claim that the increase in the tolls is unavoidable.
 - C. The toll increase will benefit the many users of the highway.
 - D. City officials are willing to negotiate the exact amount of the new tolls.

4. The style of the passage suggests that it most likely was written as:
- A. an editorial in a newspaper.
 - B. a letter to the editor.
 - C. a business news analysis.
 - D. a front-page newspaper article.

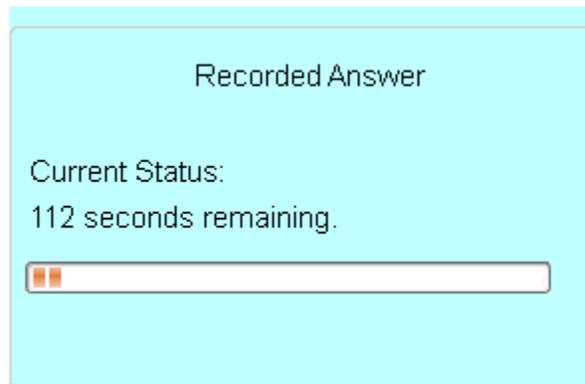
5. Information in the passage best supports which of the following assertions?
- A. Many people are opposed to the proposal to increase the tolls.
 - B. The Tokyo Highway is currently very inexpensive to use.
 - C. The Tokyo Highway budget is large enough at the present time.
 - D. The Tokyo Highway will be the best maintained highway in the country.

(The examinee will hear and read on-screen:)

DIRECTIONS FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

For this section of the test, you will record spoken responses to two assignments presented on-screen. You must respond to the assignments in the target language.

At the conclusion of these directions, the test will automatically advance and the first speaking assignment will be presented on the next screen. You will have two minutes to review the assignment and consider your response. You will be notified when the two minutes is complete. Then watch the screen as the test advances and the first recording box is presented. **You will have two minutes to record your response.** Do NOT begin speaking until the screen advances and you see a Recorded Answer box presented on-screen. A sample of the Recorded Answer box appears below.



Monitor your recording time by referring to the Recorded Answer box. The time in the Recorded Answer box will count down from 120 seconds (2 minutes) and the status bar will fill as your recording time progresses.

When the two minutes is completed, the current status on the Recorded Answer box will change to "completed," indicating the conclusion of the first speaking assignment. You will automatically be advanced to the next screen, where the second assignment will be presented. If you finish your response before the end of the two minutes, you may advance to the second assignment by clicking the **Next** button. If you advance to the second assignment with recording time remaining, you will NOT be able to return to the first assignment.

Your responses will be evaluated based on the following criteria.

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

- 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.

You may use the erasable notebooklet provided to make notes; however, **you will be scored only on the recorded responses**. You will have only **ONE** opportunity to record your response to each assignment. Be sure that your microphone is in a downward position near your mouth before you begin speaking.

(The examinee will hear and read on-screen:)

6. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

(The examinee read on-screen:)

Imagine that a friend from Japan 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 Japanese, 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 assignment above; then two minutes to respond.)

(The examinee will hear and read on-screen:)

7. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

(The examinee read on-screen:)

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

- a description of a college or university you have attended;
- an explanation of why you chose to attend that college or university;
- an analysis of what you liked and disliked about the college or university; and
- a discussion of why you would or would not recommend that school to others.

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

(The examinee will hear and read on-screen:)

DIRECTIONS FOR THE LISTENING COMPREHENSION CONSTRUCTED-RESPONSE ASSIGNMENT

This section of the test consists of a listening comprehension assignment. You will listen to an audio recording of a passage. The listening passage will be read twice. After you have heard the passage twice, you will respond in writing to the assignment presented. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Your response may be written in either English or the target language. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. If you choose to respond in English, type your response in the response box presented on-screen. If you choose to respond in the target language, your final response must be written on the response sheet provided. Please label your response sheet with the appropriate Assignment number (e.g., “Assignment 8”). Your response sheet must be scanned using the scanner provided at your workstation.

Instructions for scanning your response sheet are available by clicking the "Scanning Help" button at the top of the screen.

Your response to the listening comprehension assignment in this section will be evaluated based on the following criteria.

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

- 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.

Any time spent responding to the assignment, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will NOT be scored.

Please be aware that the visual enhancements Normal Color Scheme ▼ and Small Font ▼ are NOT available during this section of the test. Please DO NOT use these features until you have completed all listening items and proceeded to the remaining sections of the test.

(The examinee will read on-screen:)

8. Write a response, in either Japanese or English, in which you:
- discuss the situation that led to the conversation between the speakers; and
 - identify a concern communicated by the male speaker regarding the situation.

(The examinee will hear:)

(male): すみません。山本よしえの夫ですが。

(female): あ、山本さんのご主人ですね。おめでとうございます。さきほど産まれましたよ。元気な女の子ですよ。

(male): えー、生まれたんですね！どこですか。

(female): もうすぐお部屋に戻られますので少々お待ち下さい。

(male): そうかあ、よかった。で、妻の具合は・・・。

(female): お産は順調でした。もちろん、まだゆっくりする必要がありますけど、とても元気です。いらっしゃいますよ。

(male): そうですか、仕事で出張していたもので、一緒にいてあげられなかったんです。長野から車をすっ飛ばしてきたんですけど、間に合わなかったんです。

(female): そんなにがっかりしないでください。そういう方は他にも沢山いらっしゃいますよ。大切なのは、これからですよ。じゃ、お父さんもそろそろお部屋の方に行かれますか。

(male): お父さん？あ、僕のことか。

(female): (笑い) お部屋は818号室です。あちらのエレベーターからいらして下さい。

(male): はい、じゃ、行ってきます。

**DIRECTIONS FOR THE READING COMPREHENSION
CONSTRUCTED-RESPONSE ASSIGNMENT**

For the constructed-response assignment in this section, you are to prepare a written response.

Your response may be written in either English or the target language. Read the assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. If you choose to respond in English, type your response in the response box presented on-screen. If you choose to respond in the target language, your final response must be written on the response sheet provided. Please label your response sheet with the appropriate Assignment number (e.g., “Assignment 9”). Your response sheet must be scanned using the scanner provided at your workstation.

Instructions for scanning your response sheet are available by clicking the "Scanning Help" button at the top of the screen.

Your response will be evaluated based on the following criteria.

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

- 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.

The assignment is intended to assess subject matter knowledge and skills, not writing ability. Your response, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be written for an audience of educators in the field and may be written in either the target language or English.

Your response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Any time spent responding to the assignment, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will NOT be scored.

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

メニューを開く。ゾッ。血が引く。頭の中が真っ白になる。

真向かいに坐った先生が、「どうかしたの？」とお訊きになる。私は蒼ざめていたかもしれない。顔が強張っていたかもしれない。「このメニュー、料理の値段が書いてないんです」「え、僕のものには書いてあるよ。」

私は、大学院在学中に、学業のかたわら美術評論などをぼちぼち翻訳しはじめた。あれは単行本の翻訳の二冊目を出したあとだったろうか。それまでも、エッセイであれ、短編小説であれ、原文に分からない箇所があれば電話で尋ねたり、お宅にうかがってまとめて質問したり、先生にはさんざんお世話になったので、この際お礼をしようと意気込んで、フレンチ・レストランでの食事にお誘いしたのだ。さすがにディナーは荷が重いから、ランチ。青山にある一戸建ての瀟洒な店で、予約するだけでも、入るだけでもドキドキだったのに、開いたメニューに値段がない！

事情はすぐに判明した。そのお店では、客が男女の二人連れならば、食事代を払うのは当然男性と決め込み、値段入りの男性用と値段抜きの女性用の二種類のメニューを用意しているのだった。あわててメニューを交換した私に先生はおっしゃった。「カズコ、心配しなくていい、足りなかったら僕が払うからね。」

強張る to stiffen

瀟洒 elegant, refined

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

- summarize the situation described by the writer;
- describe the feelings the writer experienced in the situation; and
- identify one characteristic of the place in which the situation occurred.

**DIRECTIONS FOR THE WRITTEN EXPRESSION
CONSTRUCTED-RESPONSE ASSIGNMENTS**

For each constructed-response assignment in this section, you are to prepare a written response **in the target language**.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses must be written on the response sheets provided (one for Assignment 10 and two for Assignment 11).** Please label your response sheets with the appropriate Assignment numbers (e.g., “Assignment 10” and “Assignment 11”). Your response sheets must be scanned using the scanner provided at your workstation.

Instructions for scanning your response sheets are available by clicking the "Scanning Help" button at the top of the screen.

For **Assignment 10**, your response will be evaluated based on the following criteria.

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

For **Assignment 11**, your response will be evaluated based on the following criteria.

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

- 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.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses. Your responses should be written for an audience of educators and must be written in the target language.

Any time spent responding to the assignment, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will NOT be scored.

10. **Complete the exercise that follows.**

Writing in Japanese, 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

11. **Complete the exercise that follows.**

Imagine that a friend from Japan is considering enrolling in a postgraduate program at a college or university in the general area where you are currently living and has asked you to provide some information about the area in which you live. Write a letter in Japanese to your friend responding to this request for information. In your letter you must include, but are not limited to, the following topics:

- a brief description of some 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 going to school in your area.

Acknowledgments

Question Number

7. Matsuoko, Kazuko. "Osewani Narippanashi." *Shousetsu Shincho*, March 2004, as appears on http://www.shinchosha.co.jp/shoushin/200403/c_wagashi.html. Reprinted with permission.

Annotated Responses to Sample Multiple-Choice Questions for CSET: Japanese Subtest III

Language and Communication: Listening Comprehension

1. **Correct Response: C.** (SMR Code: 5.2) The conversation begins with Mr. Suzuki asking Ms. Oda what he can do for her and ends with Ms. Oda telling Mr. Suzuki that she wants some tomatoes. Also, Ms. Oda says that she has not seen Mr. Suzuki recently because a new supermarket opened up near where she lives. Therefore, based on information provided in the conversation, one can conclude that the two speakers are at Mr. Suzuki's market.
2. **Correct Response: D.** (SMR Code: 5.1) At the beginning of the conversation, Mr. Suzuki mentions that he has not seen Ms. Oda for a long time. In response, Ms. Oda explains that she has been shopping at a new supermarket that opened up near her home because it is so conveniently located for her.

Language and Communication: Reading Comprehension

3. **Correct Response: B.** (SMR Code: 6.1) According to the text, Tokyo officials say they need to raise the tolls on the Tokyo Highway in order to "get out of the red" and keep the highway financially solvent.
4. **Correct Response: D.** (SMR Code: 6.2) With its fact-based text and quotes used for emphasis and interest, the passage is written in the style of a front-page newspaper article whose primary function is to inform. If the passage were an editorial or a letter to an editor, it would focus more on persuading readers about a particular viewpoint than on informing them. If the passage were a business news analysis, it would place more emphasis on specific financial aspects of the toll increase and less emphasis on the reactions of typical highway users.
5. **Correct Response: A.** (SMR Code: 6.3) Information in the passage best supports the assertion that many people are opposed to the proposal to increase tolls on the Tokyo Highway. This is seen in the assertion that "since there are many people who use this highway, there are many opposing voices." It is also seen in the last paragraph, which includes quotes from two highway users who are very upset about the proposed toll increases.

Examples of Strong Responses to Sample Constructed-Response Questions for CSET: Japanese Subtest III

Language and Communication: Oral Expression

Question #6

A strong response to this oral expression constructed-response 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 #6 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 #7

A strong response to this oral expression constructed-response 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 #7 could include:

- a description of the college or university: its size, whether it is in an urban or a rural setting, the student population, etc.
- an explanation of why you chose to attend that college or university, e.g., the geographical location or the recreational activities in the area
- an analysis of what you liked or disliked about the college or university, e.g., the courses or programs offered, the extracurricular activities available, or the social life in the dormitory
- a discussion of your satisfaction or dissatisfaction with the courses, professors, food, dormitories, education you received, etc.

Language and Communication: Listening Comprehension

Question #8 (Score Point 3 Response)

山本よしえさんの主人が妻の出産のため病院へやってきた。主人は出張だ、たらしく長野から車を飛ばしてやってきたらしい。そのことについて夫はがっかりしていた。主人は妻の様態を聞き、それを聞いた看護師は順調だと言っていた。夫がついた時にはもう赤ちゃんは産まれていて女の子だった。その後がっかりしている夫に看護師さんがこれからが大事だから気にしないでと言った。そして看護師さんが夫のことを「お父さん」と呼んで話すと夫は少し動揺しながら笑っていた。看護師さんが二人がいる部屋の番号は818号室と伝え、エレベーターから行けることを夫に告げてそこで二人はわかれた。

Language and Communication: Reading Comprehension**Question #9 (Score Point 3 Response)**

フランス料理店に、ある作家が、自分の先生を昼食に御招待した。様々な美術評論の翻訳活動を開始する上で、先生から助言を受けた感謝の気持ちにと、考えたのだ。選んだ料理屋は、高級感あふれる東京の一画にあるとても優雅な料理屋で、門をくぐるにも人は、緊張した。案の定、作家がメニューを広げた時、メニューに値段の表示がなかったことに、驚きを隠せずにいられなかった。彼女の表情を見た先生は、大丈夫なのか、と尋ね、持ち合わせが足りないようであれば、食事の負担をしても良い、と伝えた。

まったく値段の表示がないメニューを受け取ったことで、この作家が、料理店の食事料金についてなんの手がかりが示されていないことに心配するのは、もったもなことだ。あまりにも見え透いた形でメニューの値段の問題について言及した自分に、少々赤面し、先生には、仮に、食事の請求書の支払いのため、十分なお金を持ち合わせなかった場合でも、必ず、自分が支払うと、念を押した。作家は、元々、今回、先生への感謝を表わすためのもてなしの機会と考えていたが、仮に、先生が支払うことになったら、実に、この昼食会は、先生が彼女のために行った数々の好意のリストの一事例に加わってしまう。

このフランス料理店は、東京の優雅で粋な場所にあった。この料理店では、男女のカップルで食事をする際、男性客が、食事代の負担をするとされていた。よって、男性の客は、値段が明らかなメニューを手渡され、女性客の方は、値段を伏せたメニューを受け取っていたのだ。

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**Language and Communication: Written Expression
(Short [Focused]-Response Question)****Question #10 (Score Point 3 Response)**

この出来事は、学校での長い一日が終わってから起こったことだ。夕暮れで、土砂降りの雨に見舞われていた。高校の下校の門へのいつもの行路を歩いていた。田舎にあったため、学校には、たくさんの木々と茂みがあった。今の夕方、茂みの横に沿って歩きながら、少々疲れを感じていた頃、「シューッ」という音が聞こえてきた。あまり気にせず、歩きつづけながら音のする方へ顔を向けた時、細い緑色のへびが「シューッ」と音を立てていたことに気がついた。

普段の場合なら、とても恐れたことだろう。その日は、おそらく、学校での長い一日を過ごして、あまりにも疲れていたのだろう。へびを一目で見て、『黙れ!』と言って、歩き続けた。へびから10歩ぐらい進んだところだろうか、自分がへびに話しかけ、その生きものに黙るよう、求めたことに気づいた。

その時点で、自分に危害を及ぼしうる危険な生き物にとっても近い所にいた自分に気がついた。少しも恐れていない、と装わざるをえなかったが、恐怖心を表に出さず、そのまま、歩いた。幸いにして、そのへびは後をつけて来なかった。

自分のことばにパワーが、多少、働いて、へびが、自分に危害を及ぼすことをやめたのか。それとも、人が、へび自身に向かって、実に、黙るよう求めたことに大変びっくりしたためだろうか。

**Language and Communication: Written Expression
(Extended-Response Question)**

Question #11 (Score Point 4 Response)

すみこ様、

アマースト市に引越されると聞いて喜んでいました。こちらに移ってから2年が経ちます。きれいで、静かな大学の町です。はっきり言って、子供のいる家庭には、良い環境のようです。スポーツや自然を好む人なら、ここでは、かなりいろんなことができます。サイクリングとハイキングを楽しむ人々が多いし、冬には、クロスカンントリー・スキーも出来ます。ここは、本当にたくさんの山脈があり、絶景です。また、四季については、季節の区別がはっきりしています。個人的には、ここでの最も美しい季節は、秋だと思いますが、私のアパートから、山々の素晴らしい眺めを堪能することができ、雪に覆われた山脈も美しいものです。まわりの自然に大変恵まれているので、ここの空気の質も素晴らしいものです。

アマースト市は、教育面では、良い場所で、この辺りにたくさんの大学があり、大学生活のための良質なリソースを提供してくれるでしょう。数多くの図書館を利用できます。ここの学生サービスもずいぶん充実しています。反面、私達のような独身の人達にとって、楽しみは、さほどありません。学部生なら、人と出会う機会は、もっとあるでしょうが、私達の年代の人達は、ほとんど既婚者です。

Scoring Information for CSET: Japanese Subtest III

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

Responses to constructed-response questions are scored by qualified California educators using focused holistic scoring.

Because the constructed-response questions on CSET: Japanese Subtest III 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 constructed-response questions. 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 pages 30 and 32). Each response will be assigned a score based on an approved scoring scale (see pages 30, 31, and 33).

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: Japanese Subtest III

A. SHORT (FOCUSED)-RESPONSE QUESTIONS

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

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 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.

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 constructed-response questions on CSET: Japanese Subtest III 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 World Languages.</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 World Languages.</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 World Languages.</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.

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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 Written Expression:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, 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.

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 constructed-response question on CSET: Japanese Subtest III.

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 constructed-response question on CSET: Japanese Subtest III 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 World Languages.</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 World Languages.</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 World Languages.</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 World Languages.</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 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>