



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.

GENERAL DIRECTIONS

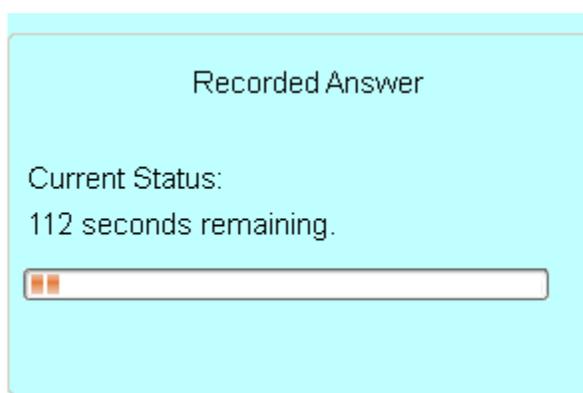
This portion of the test consists of four sections: (1) an oral expression section with constructed-response assignments, (2) a listening comprehension section with a constructed-response assignment, (3) a reading comprehension section with a constructed-response assignment, and (4) a written expression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

(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:)

1. **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 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 assignment above; then two minutes to respond.)

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

2. **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 being considered to receive a scholarship from a Cambodian teachers' association to attend a conference about teaching World Languages. 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 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. For this 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. Your response may be written in either the target language or English. 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 sheets provided. Please label your response sheets with the appropriate Assignment number (e.g., “Assignment 3”). 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.

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

Assignment 3: 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:)

3. 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:)

ស្រី : លោកអ្នកបានទូរស័ព្ទមកលេខ ...
ពេលនេះខ្ញុំមិននៅផ្ទះទេ
សូមទុកលេខទូរស័ព្ទ ឬពាក្យបណ្តាំ
ខ្ញុំនឹងទូរស័ព្ទត្រឡប់ទៅវិញពេលខ្ញុំមកដល់
ប្រុស : ជម្រាបសួររបងស្រី ខ្ញុំនឹងទៅញ៉ាំបាយនៅផ្ទះបងល្ងាចនេះ
ខ្ញុំនឹងទៅទទួលម៉ាក
ទៅជាមួយដែរ ។ ម៉ាកចង់
ធ្វើម្ហូបមួយមុខយកទៅជាមួយ ហើយគាត់
ចង់ដឹងថាបងចង់ញ៉ាំម្ហូបអ្វី សូមបង
ទូរស័ព្ទជម្រាបគាត់ ។

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

This section of the test consists of a reading comprehension assignment. For this assignment, you are to prepare a written response.

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 sheets provided. Please label your response sheets with the appropriate Assignment number (e.g., “Assignment 4”). Your response sheets must be scanned using the scanner provided at your workstation.

Instructions for scanning your responses 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

Assignment 4: 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. Please write legibly when using response sheets. 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.

4. **Read the passage below; then complete the exercise that follows.**

អង្គរធំ មានចម្ងាយ ៧.៩០០ ម៉ែត្រពីក្រុងសៀមរាប និងចម្ងាយ ១.៧០០ ម៉ែត្រពីអង្គរវត្ត ។ អង្គរធំមានស្រះ៥៩៧៧ ។ 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 ត្រូវទៅតាម ឆ្នានដែលឆ្លងកាត់ស្រះ ។ ផ្លូវនោះមានរូបនាគធំ នៅសងខាងកន្ទុយបែរទៅខាងក្នុង ក្បាលចេញ មកខាងក្រៅ ។ រូបនាគម្ខាងមានរូបទេវតាជាច្រើន ទ្រង់មកដេញចាប់ទាញ ម្ខាងទៀតមានរូបអសុរ ជាច្រើន ដែលមានមុខក្រញូរចាប់ទាញ ។

ផ្លូវដែលឆ្លងកាត់ស្រះចូលទៅកាន់ទ្វារទាំងអស់ កាលពីដើមសុទ្ធតែមានរូបនាគនៅសងខាង ហើយមានទេវតា និងអសុរចាប់ទាញដូចសេចក្តីខាងលើនេះ តែសព្វថ្ងៃនេះបាក់បែកអស់ហើយ ប៉ុន្តែគេបានរៀបជួសជុលធ្វើផ្លូវដែលទៅតាមទ្វារជ័យ ឱ្យមានរបៀបដូចពីដើមឡើងវិញ ។ ទ្វារទាំង ៥ នោះមានទំហំ និងសណ្ឋានដូចគ្នា មានកំពស់ជាង ៧ ម៉ែត្រ ។ ទ្វារទាំងនោះ សុទ្ធតែមានក្បាច់ ចម្លាក់ទាំងខាងក្នុង 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.

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

For the constructed-response assignment in this section, you are to prepare a written response **in 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. Your final response must be written on the response sheets provided (two for Assignment 5). Please label your response sheets with the appropriate Assignment number (e.g., “Assignment 5”). 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.

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

Assignment 5: 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 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. Your response should be written for an audience of educators and must be written in the target language.

Khmer Subtest II

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.

5. **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

Examples of Strong Responses to Sample Constructed-Response Questions for CSET: Khmer Subtest II

Language and Communication: Oral Expression

Question #1

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 #1 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 #2

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 #2 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

Language and Communication: Listening Comprehension**Question #3 (Score Point 3 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 #4 (Score Point 3 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 #5 (Score Point 4 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 ។

ដឹងជំនះនៃការប្រឡងបានមកលើកណាស់ដែររបស់ ខ្ញុំ ។ ខ្ញុំអរណាស់ៗៗៗៗៗៗ ខ្ញុំបានឡើងជិះឡានឈ្នួលមកផ្ទះកំសត់របស់ខ្ញុំមួយរំពេច ដើម្បីជម្រាបដំណឹងដ៏មហាធំធេងនេះជូនលោកឪពុកអ្នកម្តាយខ្ញុំ ព្រមទាំងសង្ឃឹមយ៉ាងមាំមាំថា លោកដ៏មានគុណទាំងពីររបស់ខ្ញុំ ប្រាកដជាសប្បាយយ៉ាងសែនអស្ចារ្យ ។ តែផ្ទុយទៅវិញ ពេលខ្ញុំចូលដល់ក្នុងផ្ទះ ខ្ញុំស្រែកទ្រហ៊ុយ ព្រោះឃើញម្តាយខ្ញុំសម្រាន្តស្លុកស្លឹងនៅលើកន្ទួលក្រហម ដែលអង្គុយជុំវិញដោយតា យាយ ពូ មីង បង ប្អូន និងញាតិ សាច់សារលោហិត ។ ពេលនោះ តាខ្ញុំបានហៅខ្ញុំឱ្យមកជិតគាត់ រួចប្រាប់ខ្ញុំឱ្យទៅអង្គុយជិតម្តាយខ្ញុំខាងស្តាំដៃ រួចនិយាយតិចៗតាមតែខ្ញុំចង់រៀបរាប់ ព្រោះម្តាយខ្ញុំឥឡូវនេះកំពុងតែភ្លឺកចំនួន ៧ ម៉ោងហើយ ។ រំពេចនោះ ខ្ញុំធ្វើតាមតាខ្ញុំ ។ ខ្ញុំចាប់ដៃ

continued on next page

Question #5 (Score Point 4 Response) *continued*

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

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

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 minutes (for written responses) or 2 minutes (for oral responses) to complete, and another type requiring an extended response taking approximately 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 20). Each response will be assigned a score based on an approved scoring scale (see pages 19 and 21).

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 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.

For Listening Comprehension and Reading Comprehension:

U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>

For Oral Expression:

U	<p>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.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>

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 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 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>