



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## ARMENIAN SUBTEST II

### Sample Questions and Responses and Scoring Information

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## Sample Test Questions for CSET: Armenian Subtest II

Below is a set of questions that are similar to the questions you will see on Subtest II of CSET: Armenian. 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 all texts in both Eastern and Western Armenian are presented using classical orthography. Also note that at the actual test administration, you will hear rather than read the passages for the listening comprehension questions.

**GENERAL DIRECTIONS**

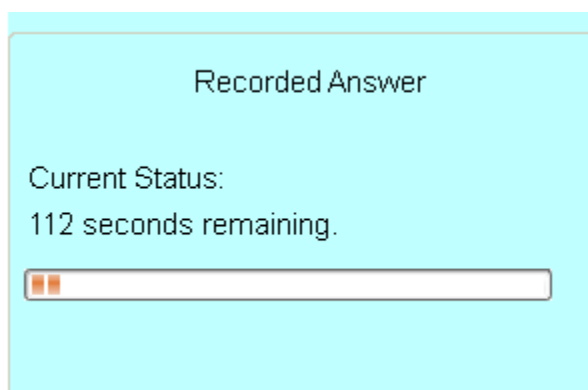
This portion of the test consists of four sections: (1) an oral expression section with constructed-response assignments, (2) a listening comprehension section with a constructed-response assignment, (3) a reading comprehension section with a constructed-response assignment, and (4) a written expression 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 an Armenian-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 Armenian, 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, mix of population, educational and medical facilities, recreational and entertainment options);
- a discussion of the advantages and disadvantages of living and working in your area; and
- a recommendation to your friend about whether or not to relocate to your area.

You may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must speak consistently in either Eastern Armenian or Western Armenian.

*(The examinee will have two minutes to study the instructions 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 an Armenian teachers' association to attend a conference about teaching languages. Speaking in Armenian 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:

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

You may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must speak consistently in either Eastern Armenian or Western Armenian.

*(The examinee will have two minutes to study the instructions 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 Armenian or English, in which you:
- provide a brief summary of the conversation;
  - analyze the relationship between the speakers; and
  - evaluate the sufficiency of the evidence used by the male speaker to support his argument.

If you choose to respond in Armenian, you may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must write consistently in either Eastern Armenian or Western Armenian.

*(The examinee will hear:)*

Պարգեի Սարգսեան – Բարեւ Ձեզ, կարելի՞ է Տիկ. Կարապետեանի հետ խօսել:

Տիկ. Կարապետեան – Ես եմ, համեցէք:

Պարգեի Սարգսեան – Բարեւ Ձեզ, Տիկ. Կարապետեան. Պարգեի Սարգսեանն է խօսում, Արմինէի ուսուցիչը: Յառաջիկայ Երեքշաբթի օրը ամբողջ դասարանի աշակերտներով թանգարան պիտի այցելենք, եւ Արմինէն դեռ չի վերադարձրել ծնողի թոյլտուութեան թերթիկը:

Տիկ. Կարապետեան – Բարեւ Ձեզ, Պրն. Սարգսեան: Դժուարութիւն ունեմ Արմինէին թոյլատրելու դպրոցից դուրս շրջապտոյտի գնալ:

Պարգեի Սարգսեան – Բայց, Տիկ. Կարապետեան, սա շատ կարեւոր է աշակերտների գեղարուեստական ճաշակի զարգացման համար. մանաւանդ, որ ցուցադրում են Մինաս Աւետիսեանի նկարչական պաստառները:

Տիկ. Կարապետեան – Փոխադրութիւնը ինչպէ՞ս է կատարուելու:

Պարգեի Սարգսեան – Բոլորս միասին մէկ հանրակառքով պիտի գնանք, եւ հանրակառքը ապահովագրուած է:

Տիկ. Կարապետեան – Պրն. Սարգսեան, կարծեմ ինձ համոզեցիք: Պիտի թոյլատրեմ, որ Արմինէն եւս միանայ ձեզ:

Պարգեի Սարգսեան – Ուրախ եմ, ուրեմն խնդրեմ ստորագրէք եւ Արմինէի հետ տպրոց ուղարկէք թերթիկը:

Տիկ. Կարապետեան – Անպայման կուղարկեմ: Կուղարկեմ նաեւ գումարը, որ խնդրել էիք:

**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 from ArmeniaNow; then complete the exercise that follows.

1998 թուականին Երեւանի կենտրոնում (կենտրոնական համայնքում) կար 197 սրճարան: Այսօր դրանց թիւը հասնում է 427-ի: Կենտրոնի բնակչութիւնը 130000 է, որը նշանակում է, որ իւրաքանչիւր 304 բնակչին մէկ սրճարան է ընկնում: Եկել է գարունը, եւ նրանց թիւը շարունակում է աճել:

Համեմատութիւններն այս պարագայում մօտաւոր են, չեն հիմնում ճշգրիտ տուեալների վրայ: Բայց սովորական երեկոյեան զբօսանքը Երեւանի կենտրոնով Մայիսից մինչեւ Հոկտեմբեր հիմք է տալիս պնդելու, որ մէկ շնչին ընկնող սրճարանների թիւով սա աշխարհամասի մայրաքաղաքն է:

Այնտեղ, որտեղ առաջ հանրային զբօսայգիներ էին՝ կանաչ տարածքով ու նստարաններով, այսօր մի տեղ նստել հանգստանալու համար պէտք է վճարել՝ գոնէ մէկ գաւաթ սուրճի գինը՝ 200 դրամ: Ծառ ու կանաչին փոխարինել են նեարդայնացնելու աստիճան խայտաբղէտ գովազդող հովանոցները:

Նոյնիսկ պաշտօնեայ ճարտարապետներն ընդունում են, որ կանաչ տարածքներ նուաճող սրճարաններն աղաւաղել են քաղաքի տեսքը:

“Իհարկէ, այս ամէնը նորմալ չէ, բայց պէտք է համբերութիւն ունենալ, կը նորմալանայ”, – ասում է քաղաքի գլխաւոր ճարտարապետի տեղակալ Արմէն Լալայեանցը: Նա յոյս է յայտնում, որ ժամանակի հետ սրճարանները կը նուազեն, ու կանաչութեան համար նորից տարածքներ կը բացուեն:

“Սրճարան այցելելը Հայաստանում միջերկրածովեան մշակոյթի արտացոլումն է, – ասում է Յարութիւնեանը, – հայերը սիրում են համայնքով ապրել, ինչը յատուկ չէ հիւսիսային ժողովուրդներին”:

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

- identify the main cause-and-effect relationship described in the passage;
- describe a likely outcome of the situation presented in the passage; and
- analyze the author's use of one fact and one opinion in the passage.

If you choose to respond in Armenian, you may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must write consistently in either Eastern Armenian or Western Armenian.

**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.

## **Armenian Subtest II**

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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.**

Imagine that an Armenian-language newspaper has asked you to write a short essay describing a memorable experience you have had in which it was valuable for you to know Armenian. Writing in Armenian, describe this memorable experience. In your response, you must include, but are not limited to, the following topics:

- an explanation of the context in which the experience occurred;
- an account of the experience and your immediate reaction to it; and
- an analysis of why it was valuable for you to know Armenian in this experience.

You may respond in either Eastern Armenian or Western Armenian. Within your response, however, you must write consistently in either Eastern Armenian or Western Armenian.

**You must write your response in classical orthography.**

# Examples of Strong Responses to Sample Constructed-Response Questions for CSET: Armenian 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, mix of population, educational and medical facilities, recreational and entertainment options)
- an analysis of the advantages and disadvantages of living and working in your area
- a recommendation to your friend about whether or not to relocate to 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:

- an explanation of your reasons for wanting to attend the conference
- a brief description of the topics you would like to learn about at 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)

Դպրոցի կողմից ծրագրուել է աշակերտներին շրջապտոյտի տանել թանգարան եւ այցելել Մինաս Աւետիսեանի նկարչական ցուցահանդէսը: Աշակերտներից մէկը՝ Արմինէն, դեռ չի վերադարձրել ծնողի համաձայնութեան թերթիկը: Ուստի, նրա ուսուցիչ Պրն. Պարգեւ Սարգսեանը հեռախօսում է Արմինէի մօրը եւ բացատրելով շրջապտոյտի կարելորութիւնը եւ երթելեկութեան ապահովութիւնը՝ Տիկ. Կարապետեանին համոզում է, արտօնութիւն տալ: Տիկ. Կարապետեանը համոզուելով՝ խոստանում է ստորագրուած թերթիկը պահանջուած դրամի հետ դպրոց ուղարկել:

Պրն. Պարգեւ Սարգսեանը Արմինէի դասատուն է եւ խօսում է Արմինէի մօր՝ Տիկ. Կարապետեանի հետ:

Պրն. Պարգեւ Սարգսեանի խօսքը համոզիչ է, որովհետեւ նա նշում է շրջապտոյտի կարելորութեան եւ ապահով երթելեկութեան մասին: Շրջապտոյտի նպատակը եւ երթելեկութեան ապահովութիւնը կարելոր ազդակներ էին, որոնց վրայ յենուելով՝ Պրն. Պարգեւը յաջողեց Արմինէի մօրը համոզել եւ թոյլտուութիւն ստանալ:



## Language and Communication: Reading Comprehension

### Question #4 (Score Point 3 Response)

The main cause-and-effect relationship described in the passage is the change to the way that Yerevan looks due to the rapid growth of the number of cafés in the city center. Many green areas such as parks have been replaced by cafés; everywhere one looks, people are sitting at café tables instead of on park benches.

One likely outcome of the situation presented in the passage is that the number of cafés will continue to grow until there are too many cafés and not enough customers. There will simply be too many establishments and not enough people to patronize them, especially if going out to cafés proves to be a passing fad. Furthermore, if there are not enough coffee drinkers to support all the cafés, perhaps some of the cafés would close and revert to open spaces such as parks.

The author uses both fact and opinion to support his observations about the explosive growth of the amount of cafés in Yerevan. He cites the fact that there were 197 cafés in the city center in 1997, but that there were 427 cafés at the end of the last café season. The author also cites his opinion that taking a stroll around the city center reveals so many cafés that one could conclude that Yerevan is the café capital of the continent.

## Language and Communication: Written Expression

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

Անցեալ ամռան այցելեցի Հայաստան: Առաջին անգամն էր, որ կարճ ժամանակով այցելում էի հայրենիք: Միւս կողմից էլ տեսարժան վայրերի այցելութեան ծրագիրս շատ ծանր էր:

Հարկ է նշել, որ բազմաթիւ գրքեր էի կարդացել հայրենիքի եւ նրա տեսարժան վայրերի մասին: Ժամանակի ընթացքում ամբարածս գիտելիքները եւ հայոց լեզուի վարժ ու սահուն խօսելու եւ կարդալու իմացութիւնը ինձ չափազանց օգնեցին, որպէսզի չափից աւելի ժամանակ չտրամադրեմ պատմական յուշակոթողների արձանագրութիւնները ընթերցելու համար, որովհետեւ նախօրօք արդէն գիտէի նրանց պատմութիւնը: Տեսնելուն պէս յիշում էի պատմութիւնը եւ մի ակնարկով կարդում էի համապատասխան արձանագրութիւնը:

Մէկ օր տրամադրեցի Սբ. Էջմիածնին. այցելեցի հինաւորց մայր տաճարը, թանգարանը, վեհարանն ու շրջափակի յուշարձանը՝ նուիրուած Հայկական Տեղասպանութեան բիրաւոր զոհերի անմեռ յիշատակին: Հոյակապ կառոյցներ եւ պատմական անգնահատելի արժէքներ էին: Իրապէս հպարտութիւն զգացի, որ սերունդն եմ աշխարհի ամենաառաջին քրիստոնեայ ժողովրդի: Հայերէն լեզուի իմացութիւնս օգնեց ինձ հետեւելու եկեղեցու ծիսակատարութեանը եւ մանաւանդ՝ պատարաքիչ քահանայի քարոզին:

Այդ օրը չափազանց բեղուն եղաւ ինձ համար: Սբ. Էջմիածնից ոչ հեռու գտնուում են երկու յիշարժան կոթողներ՝ Հռիփսիմէ եւ Գայեանէ կոյսերի յիշատակը յաւերժացոճող հոյակապ եկեղեցիները: Ծրագրիս մէջ էր այցելութիւն Սարդարապատ, հայ ժողովրդի ինքնութիւնը խորհրդանշող եւ ազատ ապրելու կամքը արտացոլող մի յուշահամալիր, որը խօսուն վկան է հայ ժողովրդի գոյապայքարի ու ազատութեան ճանապարհին հեղած արեան. . .

Վերադարձի ճանապարհին յաջորդ հանգրուաններն էին՝ Մեծամորի ատոմակայանը, Մուսա լեռան քառասնօրեայ ազատամարտի յուշակոթողն ու թանգարանը, Զուարթնոց տաճարի աւերակ պատերն ու սիւները, եւ վերջապէս՝ Եռաբլուրը: Ի՞նչ աննման հերոս տղաներ էին ննջում այդ ծաղկազարդ շիրիմների տակ: Ակամայից մարդ խոնարհուում էր այդ հազարաւոր շիրիմների առջեւ եւ սրտի խորքում անվերջ կրկնում. "Յարգանք ձեզ, բայց մարտիկներ՛ր, յանուն ազգի ու Արցախի ազատութեան ընկաք, բայց չմեռաք":

*continued on next page*

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

Այսպիսով, հայոց լեզուի իմացութիւնը եւ հայրենական գիտելիքների մեծ պաշարը ինձ մեծապէս օգնեցին, որ կարճ ժամանակում շատ տեսարժան վայրեր եւ պատմամշակութային կոթողներ այցելեմ եւ մանաւանդ՝ կարողանամ հաղորդակցուել այդ յուշակոթողների պատասխանատուների հետ եւ գիտելիքներս խորացնեմ:

# Scoring Information for CSET: Armenian Subtest II

Because the questions on CSET: Armenian 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 21). Each response will be assigned a score based on an approved scoring scale (see pages 20 and 22).

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: Armenian 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: Armenian Subtest II.

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

#### *Relevant Subject Matter Requirements for 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.

## Armenian Subtest II

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**Scoring Scale.** Scores will be assigned to each response to the short (focused)-response questions on CSET: Armenian Subtest II according to the following scoring scale.

<b>SCORE POINT</b>	<b>SCORE POINT DESCRIPTION</b>
<b>3</b>	<b>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b> <ul style="list-style-type: none"><li>• The purpose of the assignment is fully achieved.</li><li>• There is an accurate application of relevant subject matter knowledge.</li><li>• There is appropriate and specific relevant supporting evidence.</li></ul>
<b>2</b>	<b>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b> <ul style="list-style-type: none"><li>• The purpose of the assignment is largely achieved.</li><li>• There is a largely accurate application of relevant subject matter knowledge.</li><li>• There is acceptable relevant supporting evidence.</li></ul>
<b>1</b>	<b>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b> <ul style="list-style-type: none"><li>• The purpose of the assignment is only partially or not achieved.</li><li>• There is limited or no application of relevant subject matter knowledge.</li><li>• There is little or no relevant supporting evidence.</li></ul>

*For Listening Comprehension and Reading Comprehension:*

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

*For Oral Expression:*

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

**B. EXTENDED-RESPONSE QUESTION**

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the extended-response question on CSET: Armenian Subtest II.

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
<b>DEPTH AND BREADTH OF UNDERSTANDING</b>	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

***Relevant Subject Matter Requirements for 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: Armenian 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"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial and accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects a comprehensive understanding of the assignment.</li> </ul>
3	<p>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"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequate understanding of the assignment.</li> </ul>
2	<p>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"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is limited accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited understanding of the assignment.</li> </ul>
1	<p>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"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is weak; there are no or few relevant examples.</li> <li>• The response reflects little or no understanding of the assignment.</li> </ul>
U	<p>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>