



California
Subject
Examinations for
Teachers®

TEST GUIDE

KHMER SUBTEST I

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Khmer Subtest I

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

General Directions

This test consists of constructed-response assignments that require written responses. Directions for the constructed-response assignments appear immediately before each assignment.

You may work on the constructed-response assignments in any order that you choose, and you may go back and review your answers at any time during the testing session. However, be sure to allocate your time carefully so you are able to complete the entire test within the testing session.

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS:
ASSIGNMENTS 1, 2, AND 3**

For each constructed-response assignment in this section, you are to prepare a written response on the assigned topic. The assignments can be found beginning on the next screen.

Your response may be written in either English or the target language. 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 (1 per assignment) with the appropriate Assignment number (e.g., “Assignment 1,” “Assignment 2,” or “Assignment 3”). All response sheets 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.

Read each assignment carefully before you respond. Think about how you will organize your responses. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses.

However, your final response to each assignment must be typed into the on-screen response box OR written on a response sheet and scanned using the scanner provided.

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

Assignment 1: Relevant Subject Matter Requirements

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

Assignment 2: Relevant Subject Matter Requirements

- Demonstrate an understanding of the phonology of the target language.
- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Describe changes that occur in the target language over time.
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

Assignment 3: Relevant Subject Matter Requirements

- Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse.
- Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- Describe the differences among the varieties of the target language and the factors that account for these differences.

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

Your responses 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 responses.

Any time spent responding to the assignments, 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.

1. **Complete the exercise that follows.**

The study of morphology is an important part of the study of language. Using your knowledge of linguistics, write a response, in either Khmer or English, in which you:

- define morphology; and
- explain two central concepts of morphology (e.g., morpheme, affix, inflectional vs. derivational morpheme, free vs. bound morpheme, root, stem, allomorph, back formation).

2. **Complete the exercise that follows.**

To demonstrate your understanding of the linguistic structures of Khmer and English, write a response, in either Khmer or English, in which you describe two major differences between the verb systems of Khmer and English.

Give specific examples in Khmer and English to support your response.

3. Use the information below to complete the exercise that follows.

A Cambodian woman is calling a friend, a woman who is the same age as she is, to invite her to a social event later in the week. The friend, however, has already made plans for that evening.

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

- identify the sociolinguistic factors (e.g., age, gender, setting, experience) that would influence this conversation; and
- discuss how these factors would likely affect the conversation, providing examples to support your statements.

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS:
ASSIGNMENT 4**

For **Assignment 4**, you are to prepare a written response for each exercise in Parts I and II. Both parts are presented on the next screen. Directions are provided before each part. Write your responses to the exercise on the Response Sheets provided to you. Before you continue, please do the following:

1. Label one (1) response sheet "Part I (A–D)"
2. Label one (1) response sheet "Part II (E–H)"

Your final responses 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.**

Read each exercise carefully before you respond. Think about how you will organize your responses. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **Be sure to write your response to each part on the correct Response Sheet.**

Your responses to the exercises will be evaluated on the basis of the following criteria.

- **SUBJECT MATTER KNOWLEDGE:** the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

Assignment 4: Relevant Subject Matter Requirements

- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Identify, analyze, and correct grammatical and mechanical errors in the target language.

The assignments are intended to assess subject matter knowledge and skills, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills.

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 responses.

Any time spent responding to these exercises, including scanning the response sheets, 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.

PART I

Rewrite each sentence below, transforming it according to the directions given. Your responses must be written in Khmer.

A. Rewrite the sentence below, transforming it from past time to future time.

អាទិត្យមុន កម្មកររោងចក្រកាត់ដេរ បានធ្វើការប្រាំបីម៉ោងក្នុងមួយថ្ងៃ ។

B. Rewrite the sentence below, transforming it from a declarative statement to a yes-no question.

លោកស្រីតារារៀនភាសាខ្មែរ ។

C. Rewrite the sentence below, transforming it from a negative statement to a positive statement.

និស្សិតនៃសាកលវិទ្យាល័យនេះ មិនពេញចិត្តការស្រាវជ្រាវរបស់គេទេ ។

D. Rewrite the sentence below, transforming it from active voice to passive voice.

គេនាំខ្ញុំមកសហរដ្ឋអាមេរិកក្នុងឆ្នាំ ២០០០ ។

PART II

Rewrite each sentence below, correcting all errors while retaining the original meaning. Your responses must be written in Khmer.

E. តើឯណា ចៅក្រំទាំងនោះស្នាក់នៅ ?

F. សាស្ត្រាចារ្យខ្ញុំមិនសៀវភៅប្រវត្តិសាស្ត្រខ្មែរមានជាភាសាអង់គ្លេសទេ ?

G. នឹងម្សិលមិញបូណាទៅរៀននៅបណ្ណាល័យ ។

H. ខ្ញុំបានទៅលេងថ្ងៃស្អែកទីក្រុងភ្នំពេញ ហើយនឹងជួបមិត្តភក្តិរបស់ខ្ញុំ ។

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS:
ASSIGNMENTS 5 AND 6**

For each constructed-response assignment in this section of the test, you are to prepare a written response on the assigned topic.

Your responses may be written in either English or the target language. 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 (2 per assignment) with the appropriate Assignment number (e.g., “Assignment 5” or “Assignment 6”). All 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.

Read each assignment carefully before you respond. Think about how you will organize your responses. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses.

However, your final response to each assignment must be typed into the on-screen response box OR written on the response sheets and scanned using the scanner provided.

Your responses will be evaluated on the basis of 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

- Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.
- Analyze and interpret a wide range of literary and cultural texts.
- Evaluate the use of language to convey meaning, to inform, to persuade, or to evoke reader response.
- Analyze the elements of literary works.
- Interpret the use of rhetorical and literary techniques.

Assignment 6: Relevant Subject Matter Requirements

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

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

Your responses 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 responses.

Any time spent responding to the assignments, 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. Read the passage below from the Chbab; then complete the exercise that follows.

មាសប្រាក់ស្រូវអង្ករ	ទុកឱ្យល្អកុំសប្បុរស
សំចៃកុំឱ្យអស់	មើលថែថ្លូនខ្លួនឯងណា ។
ស្ងួតស្ងួតកុំអោយដាច់	បើវាតិចឱ្យឧស្សាហ៍
រិះរកផ្សំទៀតណា	ឱ្យបានច្រើនក្រវើនទុក ។
នឹងចាយឱ្យគិតក្រោយ	ទោះនឹងឱ្យមើលមុខ
កុំឱ្យស៊ុកគ្រលុក	ទោះនឹងទុកឱ្យចំណាំ ។
រដូវធ្វើចំការ	ឱ្យឧស្សាហ៍គ្រឿងគ្រាប់ដាំ
ស្លឹកគ្រៃខ្ចីត្រប់ត្រាំ	ត្រាវត្រសក់សព្វបន្លែ ។
កុំខ្ជិលកុំប្រអូស	ទៅងងួនរត់សុំគេ
គេមិនឱ្យឯងទេ	តែគឺមោះព្រោះខ្ជិលដាំ ។
ទោះធ្វើស្រែចំការ	ឱ្យឧស្សាហ៍មើលថែទាំ
កុំខ្ជិលកុំប្រចាំ	ចបចូកដឹកស្មៅវិល្លិផង ។
កុំឱ្យបង់កម្លាំង	ទោះខែប្រាំងប្រើឱ្យដង
ទឹកទៅស្រោចស្រប់ផង	ឱ្យលូតលាស់មានផ្កាផ្លែ ។
ធ្វើការកុំគិតព្រួយ	ខ្លួនឯងមួយកុំត្អូញត្អែរ
ខ្លាំងខ្សោយកុំឱ្យស្មើ	ខ្លាចតែនឿយហើយមិនធ្វើ ។
ជាងយប់បិទបួស្សី	ត្បាញជាល្អិតៅកញ្ជី
កុំឱ្យស្រីស្តីលើ	ឥតអំពើធ្វើលេងទៅ ។

Using your knowledge of literature, write a response, in either Khmer or English, in which you:

- identify the main theme of the passage;
- describe the audience to whom the passage is addressed; and
- discuss the role of the Chbab within Cambodian culture.

6. Complete the exercise that follows.

Angkor Wat is an important symbol of Cambodian history and culture. Using your knowledge of Cambodian history and culture, discuss the significance of Angkor Wat. You may write your response in either Khmer or English. In your response, you may wish to include, but are not limited to, the following topics:

- a description of one important feature of the physical design of Angkor Wat;
- a discussion of one major role played by Angkor Wat during the course of Cambodian history;
- an analysis of one way in which Angkor Wat serves as a cultural symbol within contemporary Cambodian society.

Be sure to give specific examples to support your claims.

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

General Linguistics

Question #1 (Score Point 3 Response)

Morphology is the study of the parts of words and how those parts combine. One central concept of morphology is the difference between a bound and a free morpheme; a bound morpheme cannot stand on its own, but a free morpheme can. Another central concept of morphology is the idea of an affix. An affix is a bound morpheme that gets attached to a word; it can be attached at the beginning or end of a root word. When it is attached to the beginning of the word, it is called a prefix, and when it is attached to the end of a word, it is called a suffix. The word unthinkable contains examples of free and bound morphemes and of affixes. It has a free morpheme (think) and two bound morphemes that are affixes (the prefix un- and the suffix -able).

Linguistics of the Target Language

Question #2 (Score Point 3 Response)

The verb system of Khmer has a rather different morphological structure from the verb system of English. In general, Khmer typically uses separate words to express concepts that are often expressed directly in the word in English. For example, singular and plural are not marked directly on the noun in Khmer. Gender is also not marked directly on pronouns in Khmer. In English, these distinctions are part of the words themselves. These differences are also seen when comparing the verb systems of Khmer and English.

One major difference between the verb systems of Khmer and English is that in Khmer, there are no inflections for tense marked on the verb. Those elements are instead expressed through adverbial expressions like "yesterday" or "tomorrow", or are inferred from context. The following examples illustrate this difference in which the verb in Khmer does not have a specific marker reflecting tense but the verb in English includes a morpheme marking past tense. The time reference is evident from the time adverbial meaning "yesterday" in the Khmer sentence.

Khmer: ម៉ារីបានទៅសាលារៀនពីម្សិលមិញ ។

English: Mary attended school yesterday.

"attend" + past "-ed" = "attended"

Another major difference in the verb system is that Khmer does not have agreement markers for person or number on the verb as English does in some cases.

Khmer: សិស្សទៅសាលារៀន ។

English: The student goes to school.

"go" + 3rd person singular "-s" = "goes"

In summary, where there are morphological elements of verbs in English that indicate inflection for tense or for person/number, in Khmer these concepts are expressed through the use of separate words or are interpreted through context.

Question #3 (Score Point 3 Response)

មានកត្តាច្រើនយ៉ាងនៃផ្នែកសិក្សា ស្តីអំពីភាសានិយាយ ដែលអាចមានទំនាក់ទំនងឥទ្ធិពលទៅលើការសន្ទនា គ្នាដូចជា : ទំនាក់ទំនងក្នុងសង្គម អាយុ និងភេទជាដើម ។ ដើម្បីឱ្យបានច្បាស់ពីទង្វើនេះ ជាការមួយដ៏ប្រពៃ ដែលមនុស្សមានវ័យក្មេង បង្ហាញនូវភាពគោរព គួរសមទៅកាន់មនុស្សដែលមានវ័យចំណាស់ជាងខ្លួន ឬក៏មានអំណាចធំជាងខ្លួន ។

លើសពីនេះទៅទៀត ស្ត្រីខ្មែរស្ទើរតែទាំងអស់ មិនហ៊ានអញ្ជើញបុរសឱ្យទៅចូលរួមក្នុងពិធីអ្វីមួយក្នុងសង្គម ដែលខ្លួនបានរៀបចំឡើង ដោយផ្ទាល់នោះទេ ។

ដោយឡែកពីនេះ ដោយព្រោះតែស្ត្រីពីរនាក់នេះជាមិត្តភក្តិនឹងគ្នា ការនិយាយស្តីទៅកាន់គ្នាទៅវិញទៅមក មិនចាំបាច់តាមបែបបទគួរសមពេកនោះទេ គឺហៅគ្នាត្រឹមតែឈ្មោះប៉ុណ្ណោះ ។ ឧទាហរណ៍តាមរបៀបរបប សុដីវ័ធមិ គេត្រូវជំរាបសួរគ្នាជាដំបូងសិន ដើម្បីបង្ហាញនូវភាពគួរសម តែគេក៏អាចប្រើរបៀបស្ម័គ្រស្មាល ធម្មតាដូចជាថា "សូស្តី" ជាដើម ។ តាមធម្មតា អ្នកដែលចង់អញ្ជើញគេឱ្យទៅចូលរួមក្នុងពិធីអ្វីមួយ ដែលខ្លួនផ្ទាល់បានរៀបចំឡើងក្នុងសង្គម តែងតែនិយាយពីនេះពីនោះបន្តិចសិន ទើបបានសាកសួរពី ពេលវេលាដែលគេនៅទំនេរឬក៏អត់ នៅថ្ងៃពិធីរបស់ខ្លួន ។ អ្នកដែលត្រូវគេអញ្ជើញ ដែលមានកិច្ចរវល់ មិនអាចទៅបាន ដូចជាថ្ងៃចុងសប្តាហ៍ពេលល្ងាច តែងតែសូមអភ័យទោសដល់អ្នកម្នាក់ទៀត ដោយព្រោះខ្លួន ជាប់មានធុរៈ ឬការមមាញឹកច្រើន ។

Question #4 (Score Point 3 Response)

- A. អាទិត្យក្រោយ កម្មកររោងចក្រកាត់ដេរ នឹងធ្វើការប្រាំបីម៉ោងក្នុងមួយថ្ងៃ ។
- B. តើលោកស្រីតារារៀនភាសាខ្មែរឬ ?
- C. និស្សិតនៃសាកលវិទ្យាល័យនេះ ពេញចិត្តការស្រាវជ្រាវរបស់គេ ។
- D. ខ្ញុំត្រូវគេនាំមកសហរដ្ឋអាមេរិកក្នុងឆ្នាំ ២០០០ ។
- E. តើចៅក្រមទាំងនោះស្នាក់នៅឯណា ?
- F. សាស្ត្រាចារ្យខ្ញុំ មិនមានសៀវភៅប្រវត្តិសាស្ត្រខ្មែរជាភាសាអង់គ្លេសទេ ។
- G. ម្សិលមិញបុណ្យបានទៅរៀនបណ្ណាល័យ ។
- H. ថ្ងៃស្អែកខ្ញុំនឹងទៅលេងទីក្រុងភ្នំពេញ ហើយជួបមិត្តភក្តិរបស់ខ្ញុំ ។

Literary and Cultural Texts and Traditions

Question #5 (Score Point 4 Response)

គោលបំណងដ៏ធំចម្បង នៅក្នុងអត្ថន័យនៃពាក្យកំណាព្យនេះ គឺអ្នកនិពន្ធមានគោលបំណងចង់ដាស់តឿនឱ្យ
បុរសម្នាក់ៗជាពិសេស អ្នកដែលរស់នៅតាមស្រុកស្រែចំការ ឱ្យមានចិត្តខុស្សាហ៍ ប្រឹងប្រែង តស៊ូ អត់ធន់
ចេះប្រើប្រាស់ពេលវេលាក្នុងការរកស៊ីចិញ្ចឹមជីវិតរៀងៗខ្លួន ។ រួចហើយឱ្យចេះសន្សំទុកដាក់ និងថែរក្សា
ភោគទ្រព្យរបស់ខ្លួន ក្រោយពេលដែលបានទទួលផលរួចមក ។

សេចក្តីដែលបានកត់ត្រានៅក្នុងបទកំណាព្យនេះ ជាពាក្យប្រៀបប្រដៅរបស់មាតាបិតាទៅកាន់កុលបុត្រ
របស់ខ្លួន ដែលទើបនឹងរៀបមង្គលការភរិយា ចាប់ដៃគ្នាសាងជីវិតថ្មី ដើម្បីឱ្យមានសុភមង្គល ។

នៅក្នុងវប្បធម៌ អារ្យធម៌ ឬការអនុវត្តន៍នៃជីវភាពរស់នៅក្នុងសង្គមខ្មែរយើង បទកំណាព្យដែលបាននិពន្ធ
ឡើងមកនេះ មានលក្ខណៈសមស្រប ដែលអាចបញ្ចូលទៅក្នុងផ្នែកសិក្សាគ្រប់ជាន់ថ្នាក់ ជាពិសេសទៅលើ
ថ្នាក់ផ្នែកបឋមសិក្សា និងមធ្យមសិក្សា ។ បានន័យថា ការបណ្តុះបណ្តាលដាំចុះនូវគ្រាប់ពូជជំនួយផ្នែកផ្លូវ
គំនិត ផ្នែកអប់រំឱ្យមានសេចក្តីខុស្សាហ៍ តស៊ូនឹងជីវភាពរស់នៅ ប្រឹងប្រែងធ្វើការ ដោយមិនខ្លាចនឿយហត់
ចេះសន្សំប្រមែប្រមូលទុកដាក់ភោគទ្រព្យដែលរកបានមក និងឱ្យចេះជួយដោះទុក្ខអ្នកដទៃផងដែរ ។ នេះជា
ប្រយោជន៍ដ៏សំខាន់មួយនៅក្នុងសង្គម ដើម្បីកុំឱ្យជនជាតិបរទេសគេមាក់ងាយជនជាតិខ្មែរយើង និងជាកត្តា
ដើម្បីជួយផ្នែកសេដ្ឋកិច្ចជាតិផង ។

នៅពេលដែលបុរសម្នាក់ៗមានគូស្រករ ឬរៀបមង្គលការជាមួយនឹងស្ត្រីបានគ្នាជាប្តីប្រពន្ធនោះ គេតែងតែ
លាចាកចេញទៅនៅដាច់ដោយឡែកតែឯង បែកពីមាតាបិតារបស់ខ្លួន ទៅនៅកន្លែងផ្សេងទៀត ។ ដូច្នេះ
ក្នុងការកសាងជីវិតថ្មី បុរសជាស្វាមីជាអ្នកទទួលខុសត្រូវខាងការផ្គត់ផ្គង់ម្ហូបអាហារ ប្រាក់កាស ទំនុកបម្រុង
គ្រួសារ ។

ពាក្យកំណាព្យចុងជួន មានន័យល្អក្នុងការប្រៀនប្រដៅណែនាំផ្លូវ ដូចជាចង្កៀងដ៏ភ្លឺជួយបំភ្លឺផ្លូវជីវិត
ដែលអាចឱ្យគេបានដើរតាមគន្លងធម៌ល្អ ។ ប្រព្រឹត្តតែអំពើល្អ ចៀសវាងនូវការខ្ជិលច្រអូស ហើយឱ្យអាច
ក្លាយជាអ្នកគ្រប់គ្រងគ្រួសាររបស់ខ្លួនដ៏ល្អ ។

ម៉្យាងវិញទៀត ក៏នឹងអាចក្លាយជាពលរដ្ឋគំរូដ៏ល្អម្នាក់ ដែលនឹងនាំមកនូវប្រយោជន៍ដល់សង្គមជាតិ ដែលអាច
ចៀសវាងនូវការនាំមកនូវទុក្ខអំពល់ល្អកំករដល់សង្គមគ្រួសារ និងជាតិទាំងមូលបានដែរ ។

Cultural Analysis and Comparisons

Question #6 (Score Point 4 Response)

Angkor Wat, part of a large complex of Hindu temples built in the early 12th century as directed by King Suryavarman II, is a major religious center and cultural symbol in Cambodia. Built to honor the Hindu god Vishnu, Angkor Wat's architecture combines two basic styles of Khmer temple design: the temple mountain and the later galleried temples. In addition, the temple's cosmological motifs and structures represent aspects of the ancient Hindu world, such as the towers of the temple representing the peaks of Mount Meru. There are also bas-relief carvings of important scenes from Hindu epics, such as the Ramayana, on the walls of the temple.

The temple complex of Angkor Wat was, and still is, the largest religious structure in the world. The carvings representing stories and beliefs current at the time of its construction, and the unique architecture of Angkor Wat, still inspire people and provide an important window into the history and culture of the Cambodian people. The city of Angkor plays an important role in the history of Cambodian culture as a major political center from which the Khmer civilization was ruled for many centuries, before being relocated to other areas. In later times, as Buddhism became the dominant religion in Cambodia, the temple complex was rediscovered and adopted by Buddhists, maintaining the religious importance of these temples.

Gradually falling into disrepair, the temple complex was almost lost to deterioration. However, in more recent times, Angkor Wat has seen conservation efforts to restore and maintain the temple complex in order to protect the historical and cultural information contained therein. Today, it is one of the major tourist destinations in Cambodia, with airline flights directly to the temple from many other countries. The United Nations has designated Angkor Wat as a world heritage site for the important cultural significance of

continued on next page

Question #6 (Score Point 4 Response) *continued*

this temple complex. Reflecting its long-standing historical importance, Angkor Wat maintains its prominence as a major symbol of the history and culture of the Khmer people from ancient times to today. This symbolism even extends to the current flag of Cambodia, which has a representation of Angkor Wat at its center--highlighting its status to the rest of the world.

Scoring Information for CSET: Khmer Subtest I

Because the questions on CSET: Khmer Subtest I are of two types—one type requiring a short (focused) response taking approximately 10 minutes to complete, and another type requiring an extended response taking approximately 40 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the questions. Responses to the Linguistics of the Target Language: Transformation and Error Analysis constructed-response questions are scored by qualified California educators. Responses to the General Linguistics and remaining Linguistics of the Target Language questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below and pages 22–24). Each response will be assigned a score based on an approved scoring scale (see pages 22, 23, and 25).

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 I

A. SHORT (FOCUSED)-RESPONSE QUESTIONS (except Linguistics of the Target Language: Transformation and Error Analysis)

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the General Linguistics and Linguistics of the Target Language questions (except Linguistics of the Target Language: Transformation and Error Analysis) on CSET: Khmer Subtest I.

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 General Linguistics

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

***Relevant Subject Matter Requirements for Linguistics of the Target Language
(Language Structures and Contrastive Analysis)***

- Demonstrate an understanding of the phonology of the target language.
- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Describe changes that occur in the target language over time.
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

***Relevant Subject Matter Requirements for Linguistics of the Target Language
(Sociolinguistics and Pragmatics)***

- Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse.
- Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- Describe the differences among the varieties of the target language and the factors that account for these differences.

Scoring Scale. Scores will be assigned to each response to the General Linguistics and Linguistics of the Target Language questions (except Linguistics of the Target Language: Transformation and Error Analysis) on CSET: Khmer Subtest I 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.
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 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>

B. LINGUISTICS OF THE TARGET LANGUAGE: TRANSFORMATION AND ERROR ANALYSIS

Performance Characteristics. The following performance characteristic will guide the scoring of responses to the Linguistics of the Target Language: Transformation and Error Analysis questions on CSET: Khmer Subtest I.

SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
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*Relevant Subject Matter Requirements for Linguistics of the Target Language
(Transformation and Error Analysis)*

- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Identify, analyze, and correct grammatical and mechanical errors in the target language.

Transformation

For these tasks, a "Correct" response is described by the following:

The candidate's response correctly transforms the sentence as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.

Error Analysis

For these tasks, a "Correct" response is described by the following:

The candidate's response acceptably corrects the syntactic or linguistic error(s) found in the sentence, i.e., the response has located and corrected the error(s) of language structure found within the sentence and has retained the original meaning.

Scoring Scale. Scores will be assigned to the Linguistics of the Target Language: Transformation and Error Analysis questions on CSET: Khmer Subtest I as a composite score according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	7–8 tasks correct
2	4–6 tasks correct
1	0–3 tasks correct

C. EXTENDED-RESPONSE QUESTIONS

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the extended-response questions on CSET: Khmer Subtest I.

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 Literary and Cultural Texts and Traditions

- Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.
- Analyze and interpret a wide range of literary and cultural texts.
- Evaluate the use of language to convey meaning, to inform, to persuade, or to evoke reader response.
- Analyze the elements of literary works.
- Interpret the use of rhetorical and literary techniques.

Relevant Subject Matter Requirements for Cultural Analysis and Comparisons

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the relationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

Scoring Scale. Scores will be assigned to each response to the extended-response questions on CSET: Khmer Subtest I 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 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>