



# California Subject Examinations for Teachers®

## TEST GUIDE

### VIETNAMESE SUBTEST III

### Sample Questions and Responses and Scoring Information

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CS-TG-QR171X-06

## **Sample Test Questions for CSET: Vietnamese Subtest III**

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest III of CSET: Vietnamese. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

Please note that at the actual test administration, you will hear rather than read the passages for the listening comprehension questions.

**GENERAL DIRECTIONS**

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

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

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

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

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

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

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

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

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

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

*(The examinee will hear:)*

**Dung (South Vietnamese female):** Tôi nghe nói chị Mai đang tìm chỗ ở.

**Nam (North Vietnamese male):** Lại tìm nhà nữa à?

**Dung:** Ừ, chị ta đang thuê căn phòng ở đường Main, nhưng họ đang kêu bán nguyên căn nhà ấy.

**Nam:** Tội nghiệp chưa! Chị ấy vừa mới dọn vào!

**Dung:** Dọn nhà liên liên như vậy chắc khổ lắm! Ai mà bốn tháng dọn nhà 3 lần!

**Nam:** Tội mình may mắn tìm ra được cái chỗ này.

**Dung:** Đúng. Nhưng thật ra mà nói, đôi khi tôi cũng muốn chúng mình ở chỗ khác.

**Now answer the question.**

*(The examinee will read on-screen:)*

The tone of the conversation can best be described as:

- A. sympathetic.
- B. indifferent.
- C. curious.
- D. frustrated.

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

2. **Listen carefully to the following passage. You will hear it twice.**

*(The examinee will hear:)*

**(South Vietnamese female):** Đi dạo ở miền quê thật là kỳ thú. Tôi có thể đi bộ cả ngày mà không thấy mệt. Hoa nở giữa đồng cỏ, bướm lượn trên không. Đàn chim tung bay qua cánh đồng. Tôi ngắm nhìn chúng bay lên và xuống trong không trung cho đến khi chúng bay khuất sau dãy đồi. Tôi đến ngồi bên bờ hồ và thả hồn theo mây gió. Trời đã gần trưa và mặt trời như đổ lửa xuống trần gian. Tôi cảm thấy càng lúc càng nóng hơn và nhìn xuống thấy nước hồ như mời gọi.

**Now answer the question.**

*(The examinee will read on-screen:)*

Based on the speaker's remarks, which of the following is most likely to happen next?

- A. The speaker will take a nap.
- B. The speaker will go swimming.
- C. The speaker will begin walking back.
- D. The speaker will continue daydreaming.

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

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

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

3. **Read the passage below; then answer the question that follows.**

Vịnh Hạ Long nằm gần thị xã Hạ Long và cách Hà Nội 180 cây số. Vịnh Hạ Long có hàng ngàn hòn đảo và nhiều bãi tắm lý tưởng. Đó là một trong những kỳ quan thiên nhiên của châu Á. Vịnh Hạ Long cũng có nhiều hang động tự nhiên, một số động có cả những miếu thờ bên trong. Vịnh Hạ Long thu hút nhiều du khách từ khắp nơi trên thế giới và du lịch đã biến thị trấn nhỏ bé này thành một thành phố nghỉ ngơi nổi tiếng.

According to the passage, which of the following best explains why many tourists from around the world visit Ha Long Bay each year?

- A. its reputation as a famous resort
- B. its proximity to Hanoi
- C. its grottos and shrines
- D. its physical beauty

4. **Read the passage below; then answer the question that follows.**

Những người đeo kính thường không để ý đến nó. Tuy nhiên kính có một lịch sử rất lâu đời. Vào thế kỷ 11, người Trung Hoa đã nắm vững nghệ thuật làm kính có mặt cong. Những kính này hình tròn, có thể mài cho nhẵn và để vào khung. Người ta dùng kính này giống như chúng ta dùng kính phóng đại ngày nay. Hãy tưởng tượng lúc bấy giờ nó như là một phép lạ! Cả một thế giới trước kia không nhìn thấy mà giờ đây hiện nguyên hình dưới chiếc kính phóng đại. Sau này, như chúng ta biết, kính đeo mắt được phổ biến sang châu Âu. Đến năm 1629 thì việc đeo kính được xem là việc thường tình.

Which of the following best states the main point of the passage?

- A. People take eyeglasses for granted.
- B. Curved glass was used as a magnifying tool.
- C. Europeans began wearing eyeglasses in the seventeenth century.
- D. Curved glass has been in use for a long time.



5. **Read the text below; then answer the question that follows.**

- Trước hết hãy cho vào ba lô: đủ nước uống, bánh mì, thức ăn bổ dưỡng cho 2–3 tiếng đồng hồ đi bộ.
- Đừng quên mang theo quần áo thoải mái, vì thời tiết có thể thay đổi nhanh chóng ngay cả trong một cuộc đi bộ ngắn. Bạn cũng nên mang theo áo mưa, áo len mỏng và quần áo không thấm nước.
- Hãy mang giày thích hợp và vừa vặn để việc đi bộ được thoải mái hơn.
- Cũng đừng quên mang theo kính mát, kem chống nắng và một cái mũ tốt.

The advice given in the text above is most appropriate for people who:

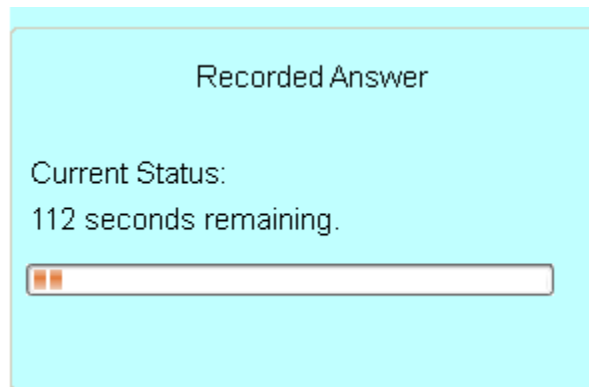
- A. are not very experienced in hiking.
- B. don't like outdoor activities with a large group of people.
- C. want to walk as part of a fitness program.
- D. have an interest in fashionable outdoor clothing.

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

### DIRECTIONS FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

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

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



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

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

Your responses will be evaluated based on the following criteria.

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

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

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

***Relevant Subject Matter Requirements***

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

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

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

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

*(The examinee read on-screen:)*

Imagine that a friend from Vietnam 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 Vietnamese, discuss the advantages and disadvantages of living and working in your area. In your response you may include, but are not limited to, the following topics:

- a brief description of some of the important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options); and
- an analysis of the advantages and disadvantages of living and working in your area.

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

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

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

*(The examinee read on-screen:)*

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

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

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

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

### DIRECTIONS FOR THE LISTENING COMPREHENSION CONSTRUCTED-RESPONSE ASSIGNMENT

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

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

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

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

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

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

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

#### *Relevant Subject Matter Requirements*

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

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

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

*(The examinee will read on-screen:)*

8. Write a response, in either Vietnamese or English, in which you:

- identify the event the speakers are discussing;
- describe the problem that the woman has; and
- describe the solution that the man suggests.

*(The examinee will hear:)*

**(North Vietnamese male):** Chào chị, chị có khỏe không? Độ này chị thế nào rồi?

**(South Vietnamese female):** Cảm ơn, tôi cũng khỏe lắm. Còn anh cũng mạnh giỏi chứ?

**(male):** Vâng, tôi cũng bình thường. À, chị có biết một tin mới ở trong vùng này không?

**(female):** Tin gì vậy? Nói cho tôi nghe đi.

**(male):** Trung tâm cộng đồng người Việt ở trong vùng mình sẽ được khánh thành vào thứ bảy tới. Nghe nói là lễ khai mạc được tổ chức lớn lắm. Tôi có nghe là buổi khai mạc đó được mở tự do cho mọi người. Thế chị có thích đến đó không?

**(female):** Có chứ. Tôi cũng thích đi cho vui để được gặp người này người nọ trong cộng đồng, nhưng cũng chưa biết là có đi được không. Con trai của tôi có buổi tập đá banh vào buổi sáng. Tuy không cần có mặt tập, nhưng tôi phải lái xe đưa nó đi và đón nó về. Nếu buổi tập đó kết thúc đúng giờ thì may ra tôi có thể đi được.

**(male):** À mà chị biết không, ông huấn luyện viên là anh tôi đó. Anh ấy cũng ở ngay trong khu vực nhà chị. Có thể anh ấy sẽ đưa con trai của chị về nhà sau buổi tập và chị có thể đi đến dự buổi khai mạc trung tâm được đó.

**(female):** Như vậy thì tốt quá! Tôi sẽ điện thoại cho anh ta để xem anh có giúp được không. Thực sự tôi rất thích đi dự buổi khai mạc trung tâm.

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

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

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

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

Your response will be evaluated based on the following criteria.

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

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

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

***Relevant Subject Matter Requirements***

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

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

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

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



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

Đôi khi ta nghĩ giá mình lúc nào đó cũng được bay thật cao như con diều vậy. Bay cao, bay bổng vốn là ước mơ muôn thuở của con người.

Tuy nhiên đôi khi người ta cũng nhìn thấy một con diều đứt dây. Đang bay bổng, tự nhiên nó đảo mạnh mấy cái, thế rồi lao đầu xuống đất ngay hoặc vạt vờ theo con gió cuốn. Cuối cùng thì nó rơi xuống đất, sườn gãy, giấy rách. Trông nó dúm dỏ thật thảm hại.

Tội nghiệp cho con diều đứt dây.

Nếu có suy nghĩ, chắc con diều ấy, đang lúc bay cao, đã nghĩ rằng giá mà không có sợi dây ràng buộc, nó sẽ còn bay cao hơn thế này nhiều. Nó không biết chính sợi dây ràng buộc kia đã giúp nó vươn lên, bay cao được.

Nếu ước mơ là con diều, hãy nhớ đừng là con diều đứt dây.

Những nề nếp gia đình, truyền thống dòng tộc, tưởng rằng đó là sợi dây trói buộc, cản đường ta thăng tiến, thật ra đã nâng đỡ, hỗ trợ ta tiến bước trên đường đời.

Nguồn gốc dân tộc, nền văn hóa truyền thống, ngôn ngữ mẹ... tưởng rằng nếu bỏ đi, ta sẽ nhẹ gánh mà hội nhập, rồi từ đó tha hồ bước nhanh trên con đường rộng mở. Sự thật, tự bút ra khỏi những thứ "gốc gác" đó, ta sẽ nhận chịu thân phận một con diều đứt dây rơi xuống ven đê.

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

- identify the topic of the passage;
- explain the metaphor the author uses to convey the main idea of the passage; and
- give two examples of the author's attitude toward family and culture.

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

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

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

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

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

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

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

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

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

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

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

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

**DEPTH AND BREADTH OF UNDERSTANDING:** the degree to which the response demonstrates understanding of the relevant CSET subject matter requirements

***Relevant Subject Matter Requirements***

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

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

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

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

Writing in Vietnamese, use the space provided to narrate an incident or event that you experienced as a student in high school or college. In your response you may include, but are not limited to, the following information.

- when the incident or event took place
- where the incident or event took place
- the circumstances in which the incident or event took place
- the outcome of the incident or event

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

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

- a brief description of some important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options); and
- an analysis of the advantages and disadvantages of living and going to school in your area.

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

## Language and Communication: Listening Comprehension

1. **Correct Response: A.** (SMR Code: 5.2) In this discussion, the speakers are sympathetic to Mai's situation. They agree that it is a shame that Mai has to move again and that it must be difficult to move so often.
2. **Correct Response: B.** (SMR Code: 5.2) After walking in the country, the speaker sat down next to a pond. The sun was making the speaker hotter by the minute. The last line of the passage, "Soon the dark water of the pond looked very inviting," implies that the speaker was considering swimming.

## Language and Communication: Reading Comprehension

3. **Correct Response: D.** (SMR Code: 6.1) According to the passage, Ha Long Bay is one of the natural wonders of Asia. It has many islands and spectacular beaches, as well as caves and grottos, which attract tourists from around the world.
4. **Correct Response: D.** (SMR Code: 6.1) The main point of the passage is that curved glass has been in use for a long time, since the eleventh century, when the Chinese had mastered the art of making it. At that time it was set into frames and was used as we use magnifying glasses today. Later, curved glass was used to make eyeglasses as we know them.
5. **Correct Response: A.** (SMR Code: 6.2) The text advises the reader about what to bring, about wearing comfortable shoes and clothing, and about bringing waterproof clothing if necessary. These instructions and the length of the hike indicate that the reader does not have much experience in hiking.

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

### Language and Communication: Oral Expression

#### Question #6

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #6 could include:

- a brief description of some of the important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options)
- an analysis of the advantages and disadvantages of living and working in your area

#### Question #7

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #7 could include:

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

## **Language and Communication: Listening Comprehension**

### **Question #8**

Examples of responses to sample constructed-response question 8 will be available at a later date.



## Language and Communication: Reading Comprehension

### Question #9 (Score Point 3 Response)

Bài này nói về tầm quan trọng của gia đình và văn hóa trong sự thành công và hạnh phúc của con người.

Con diều sớ dĩ có thể bay cao là nhờ cái dây ràng buộc nó vào người đứng dưới đất, nếu cái dây ấy đứt đi thì nó sẽ rơi xuống đất một cách thảm hại. Con người cũng vậy, họ được ràng buộc vào gia đình và dân tộc, nếu họ bứt ra khỏi cái dây ràng buộc đó, họ sẽ không thành công cũng như không có hạnh phúc được, họ sẽ thất bại một cách thảm hại như con diều đứt dây.

Đối với tác giả, gia đình nâng đỡ, hỗ trợ con cháu để tiến bước trên đường đời. Dân tộc với văn hóa truyền thống là gốc gác của con người. Ta không thể dứt bỏ hai cái đó để chỉ chạy theo con đường mới; mất gốc, ta sẽ như con diều đứt dây.

## Language and Communication: Written Expression (Short [Focused]-Response Question)

### Question # 10 (Score Point 3 Response)

Sau khi thi đỗ bằng tiểu học Pháp, cha tôi gọi tôi đi học tại một trường nội trú ở Saigon. Tôi vào học lớp sáu chương trình Pháp. Năm học đầu tiên trôi qua êm đềm và điểm học của tôi trung bình.

Sang đến năm thứ hai, bà giáo dạy lớp chúng tôi là một bà dòng người Pháp. Bà rất giỏi, dạy rất hay, nhưng cũng rất nghiêm khắc. Một buổi học chiều kia, trong lúc bà đang giảng toán, thì cô bạn ngồi bên cạnh khều tay tôi và nói:

– Mày ơi, tao đau bụng quá!

Vừa lúc đó bà từ bảng đen quay lại trông thấy cô ấy đang nói. Thế là mặt mày bà đỏ gay, bà chỉ vào cô bạn của tôi và hét:

– Tụi mày, thứ dân Annamít, có biết lễ phép là gì không?

Cô bạn tôi chưa kịp trả lời nhưng tôi tức quá vì bị gọi là "Annamít" (ngày bấy giờ tiếng Annamite là tiếng mà Tây họ dùng để chỉ người Việt Nam, nhưng chỉ một cách khinh bỉ, "cái thứ Annamít" có nghĩa là "cái thứ mọi rợ") bèn đứng lên bảo bà thầy rằng:

– Sao bà dám gọi tụi tôi là Annamít? Bà hãy rút lại lời ấy đi, nếu không bà sẽ biết tay chúng tôi.

Bà thầy Tây này không vừa. Bà chỉ vào mặt tôi và quát lên:

– Mày, thứ giun đé, cút ra khỏi đây!

Tôi đứng im. Bà bỏ lớp chạy ra ngoài. Một lúc sau bà trở lại với bà Xơ hiệu trưởng. Bà này trông còn nghiêm khắc hơn nữa. Bà nhìn thẳng vào mặt tôi và phán:

– Vì tội hỗn láo, tôi phạt em chỉ được ăn bánh mì với uống nước lạnh trong vòng một tuần lễ.

Thế là suốt một tuần, khi vào nhà ăn, tôi phải ngồi riêng một mình và họ chỉ cho tôi một khúc bánh mì (không có thịt) với một ly nước lạnh. Tuy nhiên tôi không sợ, không buồn phiền, ngược lại tôi lấy làm hạnh diện vì đã bênh vực cho dân Annam khốn khổ vì bị đô hộ.

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

**Question #11 (Score Point 4 Response)**

Mến gửi Thanh,

Thanh viết thư nói muốn xin học tại Đại Học UMass, Amherst và muốn biết về vùng này là vùng mà tôi đang ở. Tôi sẵn lòng viết mấy hàng sau đây.

Tôi ở Amherst đã được ba mươi năm rồi. Amherst là một thành phố nhỏ, cách Boston gần một trăm dặm, đi xe hơi phải mất độ hai tiếng. Amherst nằm trong thung lũng gọi là The Pioneer Valley. Đại học UMass nằm trong thành phố nhỏ này là đại học chính của tiểu bang Massachusetts. Chung quanh đây còn có 4 trường đại học tư thục rất nổi tiếng: đó là trường Smith, Amherst, Hampshire và Mount Holyoke. Năm trường đại học tạo thành một liên trường mà UMass đứng đầu và vì vậy vùng này còn được gọi là The Five College Area. Đại học UMass có một thư viện cao nhất nước Mỹ và vô số sách vở cho sinh viên nghiên cứu.

Vì là thành phố đại học nên ở đây người ta thấy có sinh viên thuộc mọi giống dân từ khắp năm châu đến, thành phố này là một nơi quốc tế, nghe nói đủ thứ ngôn ngữ khác nhau và có nhiều văn hóa khác biệt. Có rất nhiều loại giải trí lành mạnh, tất cả 5 trường đều có chiếu phim, diễn kịch và hòa nhạc. Tỉnh thoảng họ còn mời các nhóm kịch nghệ nổi tiếng của nước ngoài như Pháp, Anh, Đức, những ban nhạc từ Áo đến, những nhóm múa lụa của Trung Hoa, múa kiếm của Nhật. Tôi còn thấy cả đoàn múa rối của Việt Nam nữa.

Đi học tại UMass và sống trong thành phố đại học này có nhiều điều lợi. Thứ nhất, chung quanh chỉ thấy không khí học tập, không có những cám dỗ làm mình xao lãng việc học; thứ hai vì cũng có nhiều người ngoại quốc như mình nên mình đỡ cảm thấy lạc lõng; thứ ba vì trường lớn có nhiều lớp để lựa chọn, lại còn có thể lấy những lớp hay tại 4 trường đại học kia.

Tuy nhiên vì ở nhà quê và xa thành thị nên đôi khi người ta cảm thấy buồn, cô đơn, và thiếu thốn. Tỉ dụ, ở đây chỉ có hơn mười gia đình Việt nam chứ không có bảy tám ngàn người như ở Boston. Nếu muốn mua các vật liệu để nấu những món ăn Việt Nam, thì thiếu nhiều thứ mình cần, phải đi cách đây một tiếng đến Hartford hay 2 tiếng đến Boston mới có đủ.

Vì tôi đã ở đây được một phần ba thế kỷ rồi nên rất thương mến thành phố nhỏ bé này, một thành phố mà trong năm học thì nhộn nhịp trẻ trung vui vẻ, đến kỳ hè thì vắng vẻ yên ắng. Tôi mong là Thanh cũng sẽ thích Amherst như tôi.

# Scoring Information for CSET: Vietnamese Subtest III

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

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

Because the constructed-response questions on CSET: Vietnamese Subtest III are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes (for written responses) or 2 minutes (for oral responses) to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and pages 28 and 30). Each response will be assigned a score based on an approved scoring scale (see pages 28, 29, and 31).

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: Vietnamese Subtest III

### A. SHORT (FOCUSED)-RESPONSE QUESTIONS

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

<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 Written Expression***

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

***Relevant Subject Matter Requirements for Oral Expression***

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

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

SCORE POINT	SCORE POINT DESCRIPTION
<b>3</b>	<p><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></p> <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>	<p><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></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>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<p><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></p> <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>

*continued on next page*

*For Listening Comprehension and Reading Comprehension:*

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

*For Written Expression:*

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

*For Oral Expression:*

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

**B. EXTENDED-RESPONSE QUESTION**

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

<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 constructed-response question on CSET: Vietnamese Subtest III according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
<b>4</b>	<p><b>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></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>
<b>3</b>	<p><b>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></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>
<b>2</b>	<p><b>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></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>
<b>1</b>	<p><b>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.</b></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>
<b>U</b>	<p><b>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language, or does not contain a sufficient amount of original work to score.</b></p>
<b>B</b>	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>