



# California Subject Examinations for Teachers®

## TEST GUIDE

### VIETNAMESE SUBTEST II

### Sample Questions and Responses and Scoring Information

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

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

**General Directions**

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response assignment section. Each question in the first section 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.

The second section contains one or more constructed-response assignments. You will be asked to provide a written response to each assignment. Directions for the constructed-response assignment(s) appear immediately before the assignment(s).

You may work on the multiple-choice questions and the constructed-response assignment(s) in any order that you choose. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session. You may go back and review your answers at any time during the testing session.

You may NOT use any type of calculator or reference materials during the testing session.

1. Which of the following contributions of Nguyễn Du was most significant to the development of Vietnamese literature?
  - A. his use of *chữ Nôm* and popularization of literature for the general public
  - B. his incorporation of modern Chinese forms into Vietnamese literature to generate a "social realist" movement
  - C. his introducing the novel to Vietnam, where poetry had been the predominant literary genre
  - D. his institution of an academic system for the study and dissemination of literature

2. **Read the poem below, "Qua đèo Ngang" (1821) by Bà Huyện Thanh Quan; then answer the question that follows.**

Bước tới đèo Ngang bóng xế tà.  
 Cỏ cây chen đá, lá chen hoa.  
 Lom-khom dưới núi tiều vài chú,  
 Lác-đác bên sông rợ mấy nhà.  
 Nhớ nước đau lòng con quốc-quốc  
 Thương nhà mỏi miệng cái gia-gia;  
 Dừng chân đứng lại: trời, non, nước.  
 Một mảnh tình riêng ta với ta.

The imagery in the above poem creates a mood of:

- A. disillusionment.
- B. nostalgia.
- C. confrontation.
- D. fear.

3. The vast majority of Vietnam's approximately 80 million people live on only 20 percent of the country's territory. Which of the following best explains this demographic pattern?
- A. The rich agricultural land of the large Red River delta region is the traditional base of Vietnamese civilization and remains the cultural and economic center of the nation.
  - B. The geography and climate of the smaller coast and river-delta regions are much more hospitable to economic development than the inland plateaus and mountains.
  - C. Non-Viet ethnic groups have traditionally controlled large inland regions of the country and resisted settlement by outsiders.
  - D. During the years of communist rule, increasing numbers of people have migrated to the south to take advantage of the greater economic opportunities available there.
4. Since the establishment of the Socialist Republic of Vietnam, the two-generation nuclear family of parents and children has become increasingly more prevalent than traditional multigeneration families in Vietnam. This change has been most influenced by:
- A. official condemnation of Confucian family values as foreign influences on Vietnamese identity.
  - B. migration from rural to urban areas and government policies to control population growth.
  - C. official declarations that ancestor worship is inconsistent with the cultural values of a modern society.
  - D. the growing desire of women to exchange domestic roles for careers in business and the professions.
5. Traditional Vietnamese wood-block prints frequently featured images of flowers, fruits, animals, and scenes of village work and activities. These images were popular among villagers because they:
- A. constituted subject matter that was familiar.
  - B. symbolized prosperity, fertility, and longevity.
  - C. embodied the gods and spirits most important to village life.
  - D. referred to ancient legends that parents told their children.

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS**

For the assignments in this section of the test, you are to prepare written responses on the assigned topics.

Read each assignment carefully before you begin your responses. 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 responses must be either typed into the on-screen response box(es) or written on the response sheet(s) and scanned using the scanner provided at your workstation.**

**Instructions for scanning your response sheet(s) are available by clicking the “Scanning Help” button at the top of the screen.**

Your responses to **Assignments 6, 7, and 8** 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

Your response to **Assignment 9** 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

***Assignments 6 and 7: 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.

***Assignments 8 and 9: 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 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.



**6. Use the information below to complete the exercise that follows.**

The spirit of resistance is an attribute that is reflected to a high degree in the Vietnamese people and in the literature of Vietnam.

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

- identify a work of Vietnamese literature that reflects this spirit of resistance; and
- describe how the author of the work you have identified portrays that spirit.

7. Read the poem below, "Vịnh vãn nguyệt" (late eighteenth century) by Hồ Xuân Hương; then complete the exercise that follows.

Mấy vạn năm nay vẫn hầy còn  
Cớ sao khi khuyết lại khi tròn  
Hỏi con ngọc tỏ đà bao tuổi  
Chứ chị Hằng Nga đã mấy con  
Đêm vắng cớ sao quanh gác tía  
Ngày thanh chút chẳng thẹn vàng son  
Năm canh thơ thẩn chờ ai đó  
Hay có tình riêng mấy nước non.

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

- describe the mood of the poem; and
- give two examples of how the author uses literary devices to evoke that mood.

**8. Complete the exercise that follows.**

Located in the lower reaches of one of the world's mightiest rivers, the Mekong River delta has played an increasingly significant role in Vietnamese history during the past three centuries.

Using your knowledge of Vietnamese geography and history, write a response, in either Vietnamese or English, in which you describe the importance of the Mekong River delta (e.g., economic, social, cultural) in historical and contemporary Vietnam.

9. **Complete the exercise that follows.**

Of Vietnam's diverse religions, Buddhism has long been one of the most significant.

Using your knowledge of Vietnamese history and culture, write a response, in either Vietnamese or English, in which you:

- describe two reasons for Buddhism's appeal to the Vietnamese people; and
- analyze how Buddhism has guided and shaped Vietnamese thought and behavior.

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

## Literary and Cultural Texts and Traditions

1. **Correct Response: A.** (SMR Code: 3.1) Nguyễn Du was an East Asian classicist and knew Chinese perfectly. When he wrote *The Tale of Kieu*, however, he used *chữ Nôm* rather than the Chinese typically used by the Vietnamese scholars of his time. *The Tale of Kieu* was a long narrative poem known as *truyện Nôm* (the tale in the southern script). Although based on a Chinese novel, it was written in *lục bát* verse, a form accessible to the masses.
2. **Correct Response: B.** (SMR Code: 3.2) There are several images in this passage that create a mood of nostalgia. In the poem, the sun is setting, the cuckoo wrings its heart in mourning, the partridge is crying for home, and the author is between heaven and earth and is feeling alone.

## Cultural Analysis and Comparisons

3. **Correct Response: B.** (SMR Code: 4.1) The most heavily populated regions of Vietnam are the Mekong and Red river deltas, where the rich silt deposited by the two rivers has created soils that are ideal for rice production. By contrast, the central coast, subject to destructive typhoons, as well as the rugged, heavily forested mountains and plateaus that dominate large parts of the remainder of the Vietnamese landscape, are much more sparsely populated.
4. **Correct Response: B.** (SMR Code: 4.2) With the creation of the Socialist Republic of Vietnam (S.R.V.) in 1976, wartime migration from rural to urban areas continued unabated as the new government established programs designed to promote industrial development. The S.R.V. also instituted family planning policies in an effort to limit population growth. Both of these developments undermined the traditional multigenerational family. Migration into the cities broke up extended families in rural areas where they have long been most prevalent, while the birth control policies fostered by the government encouraged citizens to adopt the two-child nuclear family as the ideal family model.
5. **Correct Response: B.** (SMR Code: 4.3) Traditionally, the main function of Vietnamese wood-block art was to produce prints of popular stories and themes that could be purchased and enjoyed by peasants during major festivals. Images based on familiar rural settings that symbolized wishes for prosperity (e.g., village scenes of buffalo herding and dancing), fertility (e.g., prints of the lotus), and longevity (e.g., prints of the peach) were always great favorites.

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

## Literary and Cultural Texts and Traditions

### Question #6 (Score Point 3 Response)

Nam quốc sơn hà nam đế cư  
Tiệt nhiên định phận tại thiên thư.  
Như hà nghịch lỗ lai xâm phạm,  
Nhữ đẳng hành khan thủ hại hư.  
(Đất nước người Nam do vua nước Nam cai trị  
Điều đó đã do ý Trời định.  
Kẻ nghịch kia dám xâm phạm đất ta  
Chỉ là mua lấy sự thất bại mà thôi.)

Bốn câu thơ bắt đầu trên đây là của tướng Lý Thường Kiệt đặt ra và cho người lên vào đền Trương-Hát bên sông thét vọng lên làm phấn khởi tinh thần kháng chiến và quân Tống bị chặn đứng không sao tiến được (1076).

### Question #7 (Score Point 3 Response)

Trong bài thơ này, Hồ Xuân Hương có vẻ như trêu ghẹo Hằng Nga; bà như đùa cợt trên cái cảnh lẻ loi của người đàn bà. Nhắc đến đêm vắng là nhắc đến tình trạng người đàn bà trong tình trạng lẻ loi thiếu vắng người tình. Năm canh "thơ thần", suốt đêm đi tới đi lui chờ mong người tình đến. Nhưng không thấy người tình chỉ thấy nước non thôi!

Để tạo nên cái thế giới lẻ loi của Hằng Nga, tác giả dùng "đêm", phải, trăng thì chỉ lên buổi tối thôi; nhưng đây là "đêm vắng", vắng bóng một người tình. Và để cho thấy là đêm vắng dài lắm, thi sĩ dùng "năm canh" để chỉ "đêm dài" và Hằng Nga "thơ thần" là đi tản bộ để mong ngóng người tình không đến.

## Cultural Analysis and Comparisons (Short [Focused]-Response Question)

### Question #8 (Score Point 3 Response)

Đồng bằng sông Cửu Long chiếm phần lớn đất miền nam Việt Nam. Trước kia nó do người Khmer sở hữu. Đến thế kỷ 17, với cuộc Nam Tiến, người Việt đã chiếm lấy vùng này, người Khmer phải lui về phần đất nằm về phía tây, ngày nay là Campuchia.

Một số người Khmer vẫn ở lại và sinh sống với người Việt. Sau này họ thành một nhóm thiểu số gọi là Khmer Krom.

Đất phù sa của sông Cửu Long làm cho đồng bằng rất phì nhiêu và dân Việt đã trồng lúa không những để ăn mà còn để xuất cảng. Miền nam Việt Nam được coi là vựa lúa lớn nhất của Đông nam Á.

Ngoài ra người dân Việt còn trồng nhiều mía, dứa và chuối.

Vì đất đai tốt, việc trồng trọt dễ dàng nên vùng đồng bằng sông Cửu Long rất đông dân cư. Trong thời kỳ Pháp đô hộ, vùng này cũng là thành trì của các nhóm Hòa Hảo và Cao Đài.

Việt Nam đã cộng tác với Thái Lan và Lào để cải tiến việc tàu bè đi lại trên sông Cửu Long. Trong những năm 1984–85 việc chuyên chở bằng tàu trên sông này đã gia tăng gấp đôi mức chuyên chở năm 1976 giúp cho việc buôn bán bằng đường thủy phát đạt thêm.

Nhưng hiện nay Đồng Bằng Sông Cửu Long đang bị nhiều vấn nạn như ô nhiễm môi sinh, nhiễm mặn và ma túy ở lưu vực sông Cửu Long. Nếu không cứu nguy thì sẽ vĩnh viễn không còn vựa lúa nuôi sống trăm triệu dân của nước và sẽ không còn văn minh miệt vườn nữa.

## Cultural Analysis and Comparisons (Extended-Response Question)

### Question #9 (Score Point 4 Response)

Tinh túy của Phật giáo theo lời truyền dạy của Thích ca là thuyết tứ diệu đế. Bốn đại đế ấy là: Khổ đế (đời là khổ), tập đế (nguồn gốc của sự khổ), diệt đế (phải diệt sự khổ), và đạo đế (phương pháp diệt khổ). Người ta sống ở đời phải khổ vì sinh, bệnh, lão, tử. Nguồn gốc của sự khổ là vọng tâm đã tạo nên sự luân hồi, nghiệp báo. Vậy phải diệt vọng tâm mới dứt được luân hồi, nghiệp báo.

Muốn thoát được luân hồi, phải noi theo con đường do đức Phật vạch ra. Đó là con đường tám ngã hay còn gọi là "bát chánh đạo": Chánh kiến (ý kiến chánh), chánh tư duy (suy nghĩ chánh), chánh ngữ (lời nói chánh), chánh nghiệp (việc làm chánh), chánh mạng (đời sống chánh), chánh niệm (tâm niệm chánh), chánh định (thiền định chánh), chánh tinh tấn (tấn hóa chánh).

Có đi trọn con đường tám ngã ấy mới thành bậc hoàn toàn giác ngộ, mới thành Phật, và mới nhập được niết bàn. Niết bàn chính là cái tâm giác ngộ của ta.

Đạo Phật được đa số người Việt Nam theo vì triết lý đạo Phật rất thích hợp với hoàn cảnh đau khổ của một giống dân bị áp bức bởi ngoại xâm, bị giặc giả tàn phá. Thêm nữa đạo Phật dễ hòa đồng với các đạo khác như đạo Khổng, đạo Lão hay thuyết vạn vật hữu linh của người Việt.

Đạo Phật đã đi sâu vào tư tưởng cũng như nếp sống của người Việt Nam. Ý niệm gieo nhân nào sẽ hái quả ấy của đại chúng đã từ triết lý nhân quả của đạo Phật mà ra. Những ý niệm về tiền kiếp, hậu kiếp cũng từ quan niệm biệt nghiệp, công nghiệp của đạo Phật mà ra. Các ý niệm về từ bi, hỉ xả, về nghiệp duyên, về tiểu hay đại ngã đều là những quan niệm triết lý của Phật giáo mà ta thấy trong các tác phẩm văn chương nổi tiếng như Truyện Kiều. Tinh thần Từ bi của đạo Phật đã tiềm ẩn cũng như hiển lộ trong văn chương truyền khẩu và văn chương bác học của người Việt Nam.



## Scoring Information for CSET: Vietnamese Subtest II

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 II are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes 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 17 and 18). Each response will be assigned a score based on an approved scoring scale (see pages 17 and 19).

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 II

#### 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 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 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 short (focused)-response constructed-response questions on CSET: Vietnamese Subtest II 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>
<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 English, 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>

**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 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.

<p><b><i>Relevant Subject Matter Requirements for Cultural Analysis and Comparisons</i></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Demonstrate an understanding of how cultural practices exemplify cultural perspectives.</li> <li>• Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.</li> <li>• Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.</li> </ul>	
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**Scoring Scale.** Scores will be assigned to each response to the extended-response constructed-response question on CSET: Vietnamese Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<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>
3	<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>
2	<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>
1	<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>
U	<p><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></p>
B	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>