



California Subject Examinations for Teachers®

TEST GUIDE

RUSSIAN SUBTEST III

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Russian 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: Russian. 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.



**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. **Прослушайте следующий разговор. Вы его услышите дважды.**

(The examinee will hear:)

(female): Простите, вы не подскажете, как мне добраться до центрального рынка?

(male): Думаю, что вам лучше проехать две остановки на автобусе, затем пройти один квартал назад, повернуть направо в сторону моста и, не доходя до моста, на светофоре, повернуть налево. Через два квартала, справа, вы увидите большое трехэтажное здание из красного кирпича. Это и есть центральный рынок.

Теперь ответьте на вопрос.

(The examinee will read on-screen:)

Чтобы добраться до центрального рынка, нужно:

- A. перед мостом повернуть налево.
- B. перед мостом повернуть направо.
- C. после моста повернуть налево.
- D. после моста повернуть направо.

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

Прослушайте следующий текст. Вы его услышите дважды.

(The examinee will hear:)

(male): Я хочу рассказать вам об одной нашей интересной инициативе. Мы пришли к выводу, что звонок, извещающий о начале и конце уроков, раздражает слух детей. Это особенно сказывается на учениках начальных классов. Привыкшие к домашней обстановке, первоклассники пугаются и испытывают настоящий стресс, а это, в свою очередь, отрицательно отражается на их успеваемости. Теперь в нашей школе вместо звонка звучит тихая приятная музыка. Она начинается за две минуты до окончания урока и постепенно становится громче. Когда она заканчивается, это означает конец урока. Таким образом, теперь школьники могут спокойно собрать свои вещи, в то время как учителя отвечают на их последние вопросы или задают домашнее задание. Раньше дети вскакивали с мест и сломя голову неслись на перемену, сшибая друг друга на ходу. Приходилось постоянно наводить порядок, и это была лишняя головная боль для учителей и лишний стресс для учеников. Теперь все изменилось к лучшему.

Теперь ответьте на два вопроса.

(The examinee will read on-screen:)

2. Главная причина, по которой директор доволен тем, что в школе вместо звонков звучит музыка, заключается в том, что:
- A. у учителей прошла лишняя головная боль.
 - B. ученики чувствуют себя в домашней обстановке.
 - C. учителя успевают задать домашнее задание.
 - D. уроки заканчиваются в спокойной обстановке.

(The examinee will read on-screen:)

3. Скорее всего, директор школы выступал на:
- A. уроке в классе.
 - B. родительском собрании.
 - C. педагогическом совете.
 - D. школьном вечере.

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

4. **Прослушайте следующий разговор. Вы его услышите дважды.**

(The examinee will hear:)

(female): Скажи, ты уже решил, куда поедешь на праздники?

(male): Пока нет, так как не знаю, сможет ли жена поехать со мной.

(female): А почему ты думаешь, что не сможет?

(male): По-моему, она на праздники будет дежурить.

(female): А она пыталась поменяться дежурствами с кем-нибудь?

(male): Да, но никто не хочет дежурить на праздники.

(female): Слушай, может быть, ты поменяешься со мной дежурствами, раз вы все равно никуда не поедете?

Теперь ответьте на вопрос.

(The examinee will read on-screen:)

Вероятнее всего, этот разговор происходит между:

- A. мужем и женой.
- B. начальником и подчиненным.
- C. двумя путешественниками.
- D. двумя сослуживцами.

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

5. **Прослушайте следующий текст. Вы его услышите дважды.**

(The examinee will hear:)

(male): Добрый вечер, дамы и господа. Я рад приветствовать вас в этом уютном концертном зале и пожелать приятного вечера в обществе нашего выдающегося пианиста, Ивана Петрова. Как вы все, наверное, знаете, Иван Петров является нашим земляком, выпускником нашей городской консерватории. Он очень много гастролирует по всему миру, и его гастрольная жизнь пианиста расписана на много лет вперед, но, при этом, он не забывает свой родной город и при первой же возможности старается нас навестить. Вот и сейчас, Иван Петров заехал буквально на пару дней, чтобы дать свой единственный благотворительный концерт, все средства от которого пойдут на закупку инструментов и оборудования для нашей консерватории.

Теперь ответьте на вопрос.

(The examinee will read on-screen:)

Представляя выдающегося пианиста Ивана Петрова, конференсье обращает особое внимание на:

- A. чрезмерно насыщенный концертный график пианиста.
- B. благотворительность данного выступления пианиста.
- C. выдающиеся достижения пианиста на различных международных конкурсах.
- D. отношение пианиста к родному городу и родной консерватории.

**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.

6. Прочитайте следующий текст и ответьте на вопрос.

Вчера, наконец, закрылось производство, которое долгое время было причиной споров между администрацией предприятия и обществом защиты окружающей среды. Все дело в том, что данное предприятие являлось градообразующим, то есть весь городок строился вместе с предприятием и почти все взрослое население городка работает на этом предприятии. И хотя закрытие предприятия может иметь очень тяжелые финансовые последствия для жителей городка, думается, что вопросы здоровья населения, как и вопросы охраны окружающей среды, ни в коем случае не должны сбрасываться со счетов.

Как лучше охарактеризовать отношение автора к закрытию производства?

- A. Он сожалеет о том, что часть местной истории исчезнет.
- B. Он считает приоритетными вопросы здоровья населения и защиты окружающей среды.
- C. Он волнуется о конфликте между администрацией и работниками производства.
- D. Он думает, что закрытие производства не повлияет на финансовое будущее городка.

7. Прочитайте следующий текст и ответьте на вопрос.

В одной из школ города Рязани уже целый год работает библиотека, в которой нет ни одной книги. Администрации школы, при помощи местных спонсоров, удалось организовать электронную библиотеку и собрать около двухсот обучающих компьютерных программ и свыше девятисот видеокассет с фильмами. Теперь в помещении электронной библиотеки проходят занятия по биологии, географии, литературе и другим школьным предметам. Уроки сопровождаются показом научно-популярных фильмов. Каждый день библиотеку посещает до восьмидесяти детей. Ученики признают, что посещают уроки с удовольствием, так как в медиатеке есть много дополнительных интересных материалов, которых нет в учебниках.

Какое из нижеприведенных предложений лучше всего передает мнение автора об этой новой библиотеке?

- A. Библиотека, в которой нет ни одной книги, должна называться медиатекой.
- B. Библиотека, имеющая современные средства информации, обогащает учебный процесс.
- C. Библиотека, имеющая современные средства информации, нуждается в спонсорах.
- D. Библиотека без книг значительно полезнее для детей, чем традиционная библиотека.

Прочитайте следующий текст и ответьте на три вопроса.

Ученые разработали вакцину от кариеса, которая сможет надежно защитить полость рта. Она нацелена на бактерию *Streptococcus mutans*, которая, присутствуя во рту, вырабатывает кислоту, которая, в свою очередь, повреждает зубы. Препарат содержит высокоочищенные антитела, которые атакуют и уничтожают эту бактерию. Кроме того, этот препарат препятствует образованию налета на зубах, что позволяет легче чистить зубы. До начала широкого применения вакцины остается еще несколько лет, но уже сейчас некоторые врачи заявляют, что для сохранения зубов чистить их вовсе не обязательно. По их словам, наиболее простым и эффективным методом профилактики стоматологических заболеваний является употребление фторированной воды. Между тем, многие стоматологи в корне не согласны с таким мнением и заявляют, что фторированная вода – это всего лишь вспомогательное средство для профилактики стоматологических заболеваний.

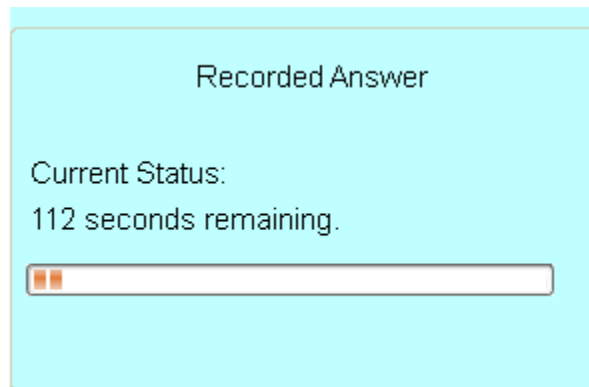
8. Основываясь на данной информации, можно утверждать, что:
- A. добавка фтора является надежным средством против кариеса.
 - B. антикариесная вакцина будет вводиться в виде инъекций.
 - C. вакцина оказывает разнообразное профилактическое действие.
 - D. вакцину начнут применять в самое ближайшее время.
9. В каком из следующих газетных разделов была бы напечатана эта статья?
- A. «Семья»
 - B. «Здоровье»
 - C. «Путешествия»
 - D. «Политика»
10. Какое из следующих предложений является мнением, а не фактом?
- A. Этот препарат препятствует образованию налета на зубах.
 - B. Вакцина нацелена на бактерию *Streptococcus mutans*.
 - C. До начала широкого применения вакцины остается несколько лет.
 - D. Для сохранения зубов чистить их вовсе не обязательно.

(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:)

11. **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 while living in a country associated with Russian for the summer you are asked by an acquaintance about similarities and differences between the United States and his country. Speaking in Russian, compare the two cultures.

In your response you **must** include, but are not limited to, the following topics:

- a description of one way in which the culture of the United States and the culture of the country in which your acquaintance lives are similar;
- a description of one way in which the culture of the United States and the culture of the country in which your acquaintance lives are different; and
- an analysis of the reasons for the similarity and difference you have identified.

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

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

12. **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:)

Speaking in Russian, describe an experience in which you or someone you know was presented with a personal challenge.

In your response you **must** include, but are not limited to, the following information:

- a description of the challenge with which you or someone you know was presented; and
- an analysis of how effectively you or someone you know met that challenge.

(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 13”). 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:)

13. **Это задание является упражнением для понимания на слух. Вы услышите текст. После того, как вы прослушаете текст дважды, вы должны будете выполнить задание в вашем экзаменационном листе. Прежде чем вы услышите текст, у вас будет 30 секунд, чтобы просмотреть задание. А сейчас начинайте изучать задание.**

Напишите отзыв, на русском или на английском языке, в котором:

- определите, о чем говорится в данном отрывке;
- опишите мнение говорящего по этому вопросу; и
- обсудите одно из доказательств, приведенных говорящим в поддержку своей точки зрения.

(The examinee will hear:)

Внимательно прослушайте следующий текст. После того, как вы прослушаете его дважды, выполните задание.

(male): Все говорят о новом фильме по роману «Братья Карамазовы», который сейчас демонстрируется по телевидению, но я не собираюсь его смотреть ни при каких условиях. Я вообще считаю, что делать фильмы по великим произведениям литературы, значит способствовать человеческой лени: зачем читать книгу самому, когда можно просто сесть и посмотреть? Это одна из причин, по которой люди в наши дни читают намного меньше! А если вы уже прочитали книгу, то фильм никогда не покажется вам настолько же интересным, так как никакой фильм не в силах воплотить весь мир вашей фантазии. Очень скоро картины вашего собственного воображения исчезнут, поглощенные экранным вариантом. Каким бы вы ни представляли себе, например, Алешу, теперь с вами останется только образ, созданный актером. Я не думаю, что на экране возможно представить всю глубину идей Достоевского так, как это дано на странице печатного текста. Чтобы по-настоящему понять философию Достоевского и идейную основу его романа, необходимо погрузиться в подлинный мир слов самого писателя.

**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 14”). 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 assessment. 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.

14. Прочитайте следующий текст и затем выполните нижеследующее задание.

Всеобщий интерес вызывает в наши дни дальнейшее развитие космических исследований. Легко понять, что в этих условиях правительства разных стран готовы вкладывать все бóльшие средства в разработку программ по изучению космического пространства, но я надеюсь, что и другой род исследований не окажется забытым: изучение мирового океана. Несмотря на то, что многие люди полагают, что океан уже полностью изучен, это весьма далеко от истины. Я бы даже сказала, что дно мирового океана исследовано меньше, чем поверхность Луны! Дальнейшее изучение мирового океана представляет всеобщий интерес, так как объем научных знаний увеличивается по мере нанесения на карту новых географических сведений. Кроме того, открытие новых видов глубоководной фауны способствует развитию наших знаний о бескрайнем многообразии животного мира нашей планеты. И кто знает, возможно, что какой-либо доселе неизвестный вид планктона таит в себе заветное лекарство от рака? Изучая мировой океан, мы развиваем наши знания об окружающей среде. К тому же, мы все больше узнаем о влиянии деятельности человека на океанскую среду, и эти знания могут помочь нам более разумно использовать ресурсы мирового океана.

Напишите отзыв, на русском или на английском языке, в котором:

- опишите главную тему текста; и
- обсудите одно из доказательств, приведенных автором в поддержку своей точки зрения.

**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 15 and two for Assignment 16).** Please label your response sheets with the appropriate Assignment numbers (e.g., “Assignment 15” and “Assignment 16”). 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 15**, 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 16**, 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 assessment. 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.

15. **Complete the exercise that follows.**

Proposed: That as a condition of graduation from high school, students in the United States be required to devote 50 hours to community service activities.

Writing in Russian, write a response in which you take a position for or against the proposal stated above and explain your position.

16. **Complete the exercise that follows.**

In the history of every culture, there are historical events or movements critical to its development and evolution. Writing in Russian, identify and discuss such an event or movement in the history of a country associated with Russian.

In your response you **must** include, but are not limited to, the following topics:

- the identification of a historical event or movement of particular importance in the development and evolution of a culture associated with Russian;
- a description of the context or circumstances in which the historical event or movement occurred;
and
- an analysis of the impact of the event or movement you have identified on the development and evolution of the culture.

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

Language and Communication: Listening Comprehension

1. **Correct Response: A.** (SMR Code: 5.1) In this set of directions, the speaker indicates that it is necessary to turn left immediately before reaching the bridge ("не доходя до моста, на светофоре, повернуть налево").
2. **Correct Response: D.** (SMR Code: 5.1) In this passage, the narrator discusses how the ringing of a bell at the end of a class period can be stressful, ending the class abruptly. Signaling the end of a class period with a few minutes of music, however, allows for a calmer and more gradual transition from the end of the class to the break period.
3. **Correct Response: B.** (SMR Code: 5.2) The speaker of this passage is clearly addressing a group of people who are concerned about the welfare of students but who are not up to date with every new innovation taking place at the school. As the speaker is talking about students, it is clear that students are not the addressees; furthermore, faculty would already be aware of this change that had taken place at the school. The most likely audience would be a meeting of parents, as the speaker is presenting a new procedure and explaining why and how it benefits the students.
4. **Correct Response: D.** (SMR Code: 5.2) The participants in this conversation are discussing upcoming vacation plans and the availability of time off from work, and therefore are most likely co-workers. This is further supported by their use of familiar address with one another, which would not be used in a conversation between a boss and his or her employee.
5. **Correct Response: D.** (SMR Code: 5.3) In this passage, the speaker repeatedly emphasizes the pianist Ivan Petrov's connections to his hometown, referring to Ivan Petrov as "наш" and discussing his studies at the local conservatory and his plans to donate all proceeds from his concert to this local conservatory.

Language and Communication: Reading Comprehension

6. **Correct Response: B.** (SMR Code: 6.2) Based on the information presented in the passage, the author is clearly most interested in how the closing of the factory will affect the health of the population and the condition of the environment in the area.
7. **Correct Response: B.** (SMR Code: 6.2) Based on the information presented in the passage, the author is very supportive of a library that makes use of new advances in technology and believes that a library of this sort has a beneficial effect on the learning process as a whole.
8. **Correct Response: C.** (SMR Code: 6.2) From the information presented in the passage, only response C is supported as a possible inference, as the vaccine is discussed as a means to support other forms of preventative care (e.g., to make teeth easier to clean). As there is no clear consensus about the addition of fluoride to water, response A cannot be inferred from the passage. Also, responses B and D present inferences about the vaccine that are not supported by information in the passage.

9. **Correct Response: B.** (SMR Code: 6.2) As this article is mostly concerned with dental health, it would most likely appear under the heading of "Здоровье". As it is not concerned with family life, travel, or politics, none of the other headings would be appropriate.
10. **Correct Response: D.** (SMR Code: 6.3) Of the statements from the article that are presented here, only the statement in response D represents an opinion instead of a fact.

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

Language and Communication: Oral Expression

Question #11

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 #11 could include:

- a discussion and analysis of the similarities or differences in the way in which each culture's educational system is structured
- a discussion and analysis of the similarities or differences in the political structure of each culture
- a discussion and analysis of the similarities or differences in the literary arts of each culture
- a discussion and analysis of the similarities or differences in the way in which members of each culture view their native language

Question #12

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 #12 could include:

- a challenge related to a project completed for work or school and the steps taken to meet the challenge
- a challenge that arose in a person's education; to meet this challenge, the person may have engaged a tutor, worked long hours, met with a professor or teacher, etc.
- a challenge related to making a change in lifestyle and the steps taken to meet the challenge
- a challenge related to making a large presentation and the steps taken to meet the challenge

Language and Communication: Listening Comprehension

Question #13 (Score Point 3 Response)

В данном отрывке автор обсуждает идею экранизации литературных произведений. Посмотрев фильм, люди не будут читать книги и лишат себя возможности почувствовать красоту слова. Например, посмотрев фильм «Братья Карамазовы», нельзя по-настоящему понять философию Достоевского. После просмотра фильма большинство людей не будет читать книгу. Читая книгу, вы можете дать волю своему воображению, своей фантазии.

По-моему, в результате постановки фильмов по литературным произведениям, люди читают намного меньше. Это приводит к уменьшению словарного запаса и ограничению возможности использования языка.

Language and Communication: Reading Comprehension

Question #14 (Score Point 3 Response)

Идея необходимости дальнейшего изучения мирового океана является главной темой данного текста. Автор уверяет нас, что несмотря на бытующее мнение о том, что океан уже изучен, он еще хранит множество тайн. Дальнейшее изучение океана и его дна необходимо, так как оно не только будет способствовать увеличению объема научных знаний, но и поможет нам разумнее использовать ресурсы мирового океана.

В поддержку своей точки зрения автор приводит различные доказательства. Автор считает, что углубленное изучение мирового океана может дать нам множество различных сведений и привести к интересным открытиям в других областях науки. Например, какой-либо неизвестный вид планктона может оказаться полезным для создания лекарства от рака, найти которое человечество стремится уже давно. Эта идея представляется вполне вероятной, так как науке уже известно, например, о пользе для здоровья океанских водорослей, которые чрезвычайно богаты витаминами и микроэлементами.

**Language and Communication: Written Expression
(Short [Focused]-Response Question)****Question #15 (Score Point 3 Response)**

Невозможно спорить с тем, что делать что-то не только для себя, но и на благо общества, очень полезно и для самого человека, и для его окружения. Когда мы помогаем другим людям или заботимся о нашем районе или городе, мы начинаем чувствовать себя частью общества и частью того места, где живем. Что это значит? Это значит, что мы становимся равнодушными к тому, что происходит вокруг нас – с людьми, с местом, с городом, со страной, и, в конце концов, с планетой. А быть равнодушным – это и значит быть человеком.

Школьники, которые участвуют в общественных работах, учатся быть равнодушными людьми. Такие люди способны оказывать конкретную помощь тем, кто в ней нуждается, например, работать в благотворительных столовых для бездомных, помогать беженцам или просто своим соседям, читать детям, собирать деньги на благотворительные проекты. Если старшеклассники привыкнут работать на благо общества до окончания школы, они будут продолжать делать это всю жизнь. Поэтому я поддерживаю инициативу, по которой школьники должны посвятить 50 часов общественным работам до окончания средней школы.

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

Question #16 (Score Point 4 Response)

Великая Октябрьская Революция оказала большое влияние на современную русскую культуру. Она перебрала страну из феодального строя в современное общество 20-го века. Вместе с новой политической системой в страну пришла лучшая жизнь для большинства населения, расцвет науки, культуры, сельского хозяйства, образования, транспорта, практически всех сторон жизни. Это также изменило международную политику страны. Россия, которая всегда была изолирована от других стран, стала еще более изолированной до недавних времен. Изоляция увеличилась во время первой и второй мировых войн, когда выросло недоверие к капитализму. Приход большевиков к власти создал образ русских людей как жестоких, грубых и безжалостных даже к своим соратникам. В то же время Россия расширила свое географическое влияние. Вся восточная Европа находилась в социалистическом лагере.

Достижения революции сейчас очевидны. Сформировалась одна из наиболее сильных наций. Система образования стала одной из лучших в мире. Достижения науки в области космоса, химии, физики, медицины широко известны. Искусство – музыка, балет – продолжили русскую традицию. Хотя сельскохозяйственная деятельность ограничена в северных районах, использование удобрений существенно увеличило урожаи. Метрополитен в России является одним из самых точных и надежных в мире. Другие виды транспорта не были развиты так хорошо из-за недостатка финансовых средств, так как индустриализация началась только после революции.

Scoring Information for CSET: Russian 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: Russian 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 30 and 32). Each response will be assigned a score based on an approved scoring scale (see pages 30, 31, and 33).

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: Russian 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: Russian Subtest III.

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

Relevant Subject Matter Requirements for Listening Comprehension

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

Relevant Subject Matter Requirements for Reading Comprehension

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

Relevant Subject Matter Requirements for 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: Russian Subtest III 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.

continued on next page

For Listening Comprehension and Reading Comprehension:

U	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	The "B" (Blank) is assigned to a response that is blank.

For Written Expression:

U	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	The "B" (Blank) is assigned to a response that is blank.

For Oral Expression:

U	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	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: Russian Subtest III.

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

Relevant Subject Matter Requirements for Written Expression

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

Scoring Scale. Scores will be assigned to each response to the extended-response constructed-response question on CSET: Russian Subtest III 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 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>