



California
Subject
Examinations for
Teachers®

TEST GUIDE

FILIPINO SUBTEST II

Sample Questions and Responses and Scoring Information

Copyright © 2016 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

California Subject Examinations for Teachers, CSET, and the CSET logo are trademarks of the
Commission on Teacher Credentialing and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

CS-TG-QR191X-04

Sample Test Questions for CSET: Filipino Subtest II

Below is a set of questions that are similar to the questions you will see on Subtest II of CSET: Filipino. 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

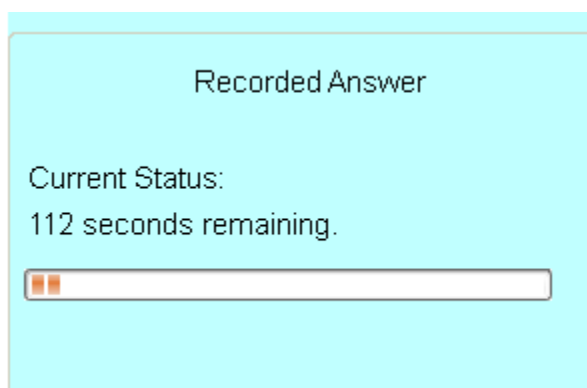
This portion of the test consists of four sections: (1) an oral expression section with constructed-response assignments, (2) a listening comprehension section with a constructed-response assignment, (3) a reading comprehension section with a constructed-response assignment, and (4) a written expression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

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

DIRECTIONS FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

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

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



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

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

Your responses will be evaluated based on the following criteria.

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

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

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

Relevant Subject Matter Requirements

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

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

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

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

(The examinee read on-screen:)

Imagine that a friend from the Philippines 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 Filipino, 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 (e.g., climate, natural features, mix of population, education and medical facilities, recreational and entertainment options);
- an explanation of the advantages of living and working in your area; and
- an explanation of the 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:)

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

(The examinee read on-screen:)

Imagine that you are attending a summer institute at a university in the Philippines. You are asked to speak to a group of students about your previous college experiences. Speaking in Filipino, 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; and
- a rationale for your choice of a particular area of study at that college or university.

(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. For this assignment, you will listen to an audio recording of a passage. The listening passage will be read twice. After you have heard the passage twice, you will respond in writing to the assignment presented. Your response may be written in either the target language or English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Your response may be written in either English or the target language. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters,

click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert**." The character will be inserted where the cursor is positioned in the response box.

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



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

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

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

Assignment 3: Relevant Subject Matter Requirements

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

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 read on-screen:)

3. Write a response, in either Filipino or English, in which you:
 - identify Mr. Dimagiba's problem;
 - describe the most likely relationship between Mr. Dimagiba and Mr. Regalado; and
 - evaluate the appropriateness of the language used in this conversation.

(The examinee will hear:)

male: Magandang umaga. Ako po ay si Oscar Dimagiba. Maari ko po bang makausap ang inyong manedyer, si G. Regalado?

female: Mayroon ho ba kayong usapan kung anong oras kayo magkikita?

male: Mayroon po, Miss. Ano nga po ang inyong pangalan? Dapat ay kaninang alas otso pa ho. Huli na nga ho ako at natrapik ako nang husto.

female: Ako ay si Miss Matias, ang kanyang sekretarya. Hinintay nga ho niya kayo kanina pa. Nasa miting na ho siya ngayon. Makakapaghintay po ba kayo? Kadalasan ho ay inaabot ang miting nila ng mga tatlong oras at kasisimula lang nila.

male: Sana nga ho pero mayroon pa po akong ibang pupuntahan. Kung maaari ho ay ipagbibilin ko na lang sa inyo ang drowing na ito ng aming susunod na proyekto. Maaari ho bang tawagan ko siya mamayang hapon para mapag-usapan ang mga mahahalagang bagay tungkol dito?

female: Maaari ho siguro, pero ayon sa kanyang kalendaryo, may mga kompromiso siya ngayong hapon.

male: Susubukan ko ho. Maraming salamat.


female: Salamat din ho.

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

This section of the test consists of a reading comprehension assignment. For this assignment, you are to prepare a written response.

Your response may be written in either English or the target language. 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. **However, your final response to the assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters,

click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert.**" The character will be inserted where the cursor is positioned in the response box.

Your response will be evaluated based on the following criteria.

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

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

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

Assignment 4: Relevant Subject Matter Requirements

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

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

Your response should be your original work, written in your own words, and not copied or paraphrased from some other work. 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.

4. **Read the letter below; then complete the exercise that follows.**

Mahal kong Kumare,

Kumusta kayo ni Kumpadre? Sana kayo ay nasa mabuting kalagayan.

Heto na naman ako at sumusulat sa iyo. Alam mo namang ikaw lamang ang hingahan ko ng aking mga suliranin sa buhay. Kami sana ni Kumpadre mo ay ayos lamang. Ang aming problema ay ang aming pangalawang anak na lalaki. Labingwalong taong gulang na at akala niya ay alam na niya ang lahat sa mundo. Nagta-tayngang kawali sa aming mga pangaral. Ipinasok namin sa kolehiyo ngunit hindi naman nag-aaral, kaya ang mga grado sa klase ay napakababa. Ang sabi ng kanyang ama kung hindi siya magbabago ay magbibilang siya ng poste balang araw.

Noong isang araw ay nagpaalam at luluwas daw siya riyan sa Maynila para maghanap ng trabaho. Natatakot naman ako sa buhay sa siyudad, kaya hindi ko mapayagan. Ang sabi naman ng kumpadre mo ay baka makabubuti para matuto.

Ano ang palagay mo? Ikaw na nandiyan sa Maynila ay alam mo kung ano ang kanyang maaaring kahinatnan.

O, sige na at alam ko na marami ka ring ginagawa. Ihalik mo ako sa inaanak ko.

Nagmamahal,
Sonya

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


- identify the purpose of Sonya's letter;
- interpret one of the idiomatic expressions Sonya uses in her letter; and
- analyze the difference between the approaches Sonya and her husband take to the issue Sonya describes.

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

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

Read the assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to the assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters,

click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert.**" The character will be inserted where the cursor is positioned in the response box.

Your response will be evaluated based on the following criteria.

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

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

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

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

Assignment 5: Relevant Subject Matter Requirements

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

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

5. **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 Filipino, write a response in which you take a position for or against the proposal stated above. Be sure to support your position.

Examples of Strong Responses to Sample Constructed-Response Questions for CSET: Filipino Subtest II

Language and Communication: Oral Expression

Question #1

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

Examples that might be mentioned in a response to question #1 could include:

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

Question #2

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

Examples that might be mentioned in a response to question #2 could include:

- 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
- a discussion of why you chose to pursue a particular area of study at that college or university: career goals, personal interests, etc.

Language and Communication: Listening Comprehension**Question #3 (Score Point 3 Response)**

Mr. Dimagiba arrived late for his meeting with Mr. Regalado, who is now in another meeting. Thus, he was not able to see the latter and also was unable to give the drawings for their next project. It is likely that Mr. Dimagiba had been commissioned by Mr. Regalado to provide the drawings, making him either a contractual employee or a person providing professional services (such as an architect).

The language is appropriate for an office setting. It should also be noted that the speakers (Mr. Dimagiba and the secretary) are addressing each other in a formal manner using “po” and “ho.” Also, note that although it seems impossible for Mr. Dimagiba to speak to Mr. Regalado considering the latter’s commitments in the afternoon, the secretary still answers with “maaari ho siguro,” or “perhaps.” There is a tendency not to give a definitive negative response in Philippine culture, in order to be more polite and also to avoid “hurt feelings” even in an office setting.

Language and Communication: Reading Comprehension

Question #4 (Score Point 3 Response)

Sumulat si Sonya dahil sa kanyang labingwalong taong gulang na anak na gustong lumuwas ng Maynila. Matagal na niyang problema ang anak na ito na matigas ang ulo at hindi nakikinig sa pangaral. Magkaiba ng opinyon si Sonya at ang kanyang asawa. Ang babae ay natatakot sa kahihinatnan ng anak dahil magulo ang buhay sa lungsod; ang lalaki nama'y nag-aakalang makabubuti sa anak ang pagluwas. Nais ni Sonya na hingin ang opinyon ng kanyang kaibigang nakatira sa Maynila.

Ang isang "idiomatic expression" na ginamit sa liham ay "magbibilang siya ng poste balang araw." Ang ibig sabihin nito ay mahihirapan siyang maghanap ng trabaho pagdating ng panahon. Madalas na ginagamit ang ekspresyong ito para sa mga taong tamad mag-aral.

Language and Communication: Written Expression**Question #5 (Score Point 4 Response)**

Naniniwala ako na dapat magbigay ng limampung (50) oras ng paglilingkod sa pamayanan o komunidad ang mga estudyante bago sila makapagtapos ng mataas na paaralan.

Ang ganitong paglilingkod ay may positibong epekto sa mga mag-aaral dahil sa mga sumusunod:

Una, iminumulat nito ang isipan ng mga mag-aaral sa kalagayan at mga suliranin ng kanyang pamayanan. Nararamdaman ng mga mag-aaral na sila ay bahagi ng isang pamayanan, at dahil dito ay dapat makibahagi para sa kagalingan nito.

Ikalawa, itinatanghal ng ganitong kondisyon ang katutubong pagpapahalaga sa konsepto ng “damayan.” Ang pagdamay o pagtulong sa kapwa ay makikita natin sa mga tradisyon tulad ng bayanihan (halimbawa’y ang pamilyar na imahe ng sama-samang pagbubuhay ng inililipat na bahay o kaya ay ang sama-samang pagtanim ng palay), at naka-ugat sa katangian ng mga pamayanang agrikultural (mas mabilis matatapos kung sama-samang gagapasin ang palay sa isang bukirin, at pagkatapos ay iyong sa susunod na bukirin naman).

Ikatlo, binibigyang-halaga ng naturang patakaran ang kahalagahan ng iba’t ibang proseso ng pag-aaral sa labas ng silid-aralan. Sa pamamagitan ng paghikayat sa mga mag-aaral na makihalubilo sa mga tao mula sa iba’t ibang sektor ng lipunan, makinig sa nais nilang sabihin, at unawain ang iba’t ibang palagay at opinyon, natutunan ng mag-aaral na maging mapanuri sa mga nagaganap sa paligid. Ang pagbibigay ng serbisyo sa pamayanan, kung gayon, ay maituturing ding isang uri ng pag-aaral.

At ikaapat, nakikita ng mga mag-aaral na may kakanyahan silang maging bahagi sa paglutas ng mga suliranin at sa pagpapaunlad ng kanilang pamayanan sa partikular, at ng lipunang Pilipino sa pangkalahatan. Samakatuwid, sila ay nangagiging mga aktibo, sa halip na pasibong mamamayan ng pamayanan at lipunan.

Batay sa mga nabanggit na dahilan, naniniwala ako na ang 50 oras ng “community service” o paglilingkod sa pamayanan ay nagdudulot ng kabutihan, hindi lamang sa pamayanang pinaglilingkuran kundi sa mag-aaral mismo. ‘Ika nga ng isang kasabihang Pilipino, “Ang hindi marunong lumingon sa pinanggalingan, hindi makararating sa paroroonan.” Posibleng lisanin ng mga mag-aaral ang kanilang kinalakhang lungsod upang magtungo sa kolehiyo, ngunit bago mangyari ito, mahalagang nakapag-ambag muna sila dito sa pamamagitan ng ilang oras ng paglilingkod.

Scoring Information for CSET: Filipino Subtest II

Because the questions on CSET: Filipino Subtest II are of two types—one type requiring a short (focused) response taking approximately 10 minutes (for written responses) or 2 minutes (for oral responses) to complete, and another type requiring an extended response taking approximately 45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the questions. Responses to questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and page 20). Each response will be assigned a score based on an approved scoring scale (see pages 19 and 21)

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: Filipino Subtest II

A. SHORT (FOCUSED)-RESPONSE QUESTIONS

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

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 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 questions on CSET: Filipino Subtest II 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.

For Listening Comprehension and Reading Comprehension:

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

For Oral Expression:

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

B. EXTENDED-RESPONSE QUESTION

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

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 question on CSET: Filipino Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • 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 specified form or orthography of the target language, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>