CSET®

California Subject Examinations for Teachers®

TEST GUIDE

WORLD LANGUAGES
(HEBREW, HINDI, ITALIAN, PORTUGUESE, TURKISH)

General Examination Information, Sample Questions and Responses, and Scoring Information

CS-TG-300XGI-05

Test Structure for CSET
(used toward a Single Subject Teaching Credential)

The structure of the examination is shown in the table below.

Domains	Number of Constructed-Response Questions
General Linguistics	1 short (focused)
Linguistics of the Target Language	2 short (focused)
Literary and Cultural Texts and Traditions	1 extended
Cultural Analysis and Comparisons	2 extended
Total	3 short (focused) 3 extended

Candidates for the Single Subject Teaching Credential in the target language of the examination must also meet the **language and communication skills** requirements for certification. Please refer to the Single Subject leaflet, CL 560C, at the Commission on Teacher Credentialing (CTC) Web site, **www.ctc.ca.gov**, for more information about certification requirements.

Test Structure for CSET: Hebrew and CSET: Hindi
(used toward a Bilingual Authorization)

To verify competence in the knowledge and skill areas necessary for effective teaching of English learners for the Bilingual Authorization, candidates must pass Subtests I, IV, and V. The test structure for CSET: Hebrew and CSET: Hindi (used toward the Bilingual Authorization) is shown the table below.

CSET: Hebrew and CSET: Hindi (used toward a Bilingual Authorization)			
Subtest	**Domains**	**Number of Multiple-Choice Questions**	**Number of Constructed-Response Questions**
I	General Linguistics	none	1 short (focused)
	Linguistics of the Target Language	none	2 short (focused)
	Literary and Cultural Texts and Traditions	none	1 extended
	Cultural Analysis and Comparisons	none	2 extended
	Subtest Total	none	3 short (focused) 3 extended
IV	Bilingual Education and Bilingualism	12	none
	Intercultural Communication	13	none
	Instruction and Assessment	25	none
	Subtest Total	50	none
V	Geographic and Historical Contexts	none	2 short (focused)
	Sociopolitical and Sociocultural Contexts	none	3 short (focused)
	Subtest Total	none	5 short (focused)

Annotated List of Resources

This list identifies some resources that may help candidates prepare to take this examination. While not a substitute for coursework or other types of teacher preparation, these resources may enhance a candidate's knowledge of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potential resources. Candidates are not expected to read all of the materials listed below, and passage of the examination will not require familiarity with these specific resources. A brief summary is provided for each reference cited. Resources are organized alphabetically and by content area.

(Additional resources for specific languages will be added as available.)

General Linguistics

Ellis, Rod. (1997). *Second Language Acquisition*. New York, NY: Oxford University Press.

> This book covers the essentials of second-language acquisition, including discussions of different theories and models of second-language learning.

Fromkin, Victoria; Rodman, Robert; and Hyams, Nina. (2006). *An Introduction to Language* (8th edition). Boston, MA: Thomson/Heinle.

> This book offers a good overview of all of the major aspects of linguistics, including phonetics, phonology, morphology, syntax, semantics, sociolinguistics, language acquisition, and historical linguistics.

Parker, Frank, and Riley, Kathryn. (2004). *Linguistics for Non-Linguists: A Primer with Exercises* (4th edition). Needham Heights, MA: Allyn & Bacon.

> This book offers a solid introduction to linguistics, including discussions of speech act theory and first- and second-language acquisition.

Wardhaugh, Ronald. (1993). *Investigating Language: Central Problems in Linguistics*. Cambridge, MA: Blackwell Publishers.

> This book offers a discussion of the major ideas and questions explored by the field of linguistics.

Sample Test Questions

Below is a set of questions that are similar to the questions you will see on a CSET: World Languages examination for the languages listed on the cover of this test guide. Note that the questions in this test guide are presented as examples from *various* target languages. All references to the target language on the test you take will correspond to the target language of the test for which you registered. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

General Directions

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

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

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

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

Your responses may be written in either English or 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.

For each assignment, you are to prepare a response of approximately, but not limited to, 100–200 words in the English or the target language. You may use the word-count feature in the lower left-hand corner of the response box to monitor the length of your response.

Your responses will be evaluated based on the following criteria.

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

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

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

---

Assignment 1: Relevant Subject Matter Requirements
- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

Assignment 2: Relevant Subject Matter Requirements
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

Assignment 3: Relevant Subject Matter Requirements
- Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse.
- Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- Describe the differences among the varieties of the target language and the factors that account for these differences.

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

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

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

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

    •   define morphology; and

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

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

To demonstrate your understanding of the linguistic structures of Swahili and English, write a response, in either Swahili or English, in which you explain two main differences between the verb systems of Swahili and English. Give specific examples in Swahili and English to support your response.

3. **Complete the exercise that follows.**

To demonstrate your understanding of the sociolinguistic features of Italian, write a response, in either Italian or English, in which you:

- identify two situations in which performing greetings and leave-takings in Italian within a culture associated with Italian would be different based on the participants and the setting; and

- describe the ways in which greetings and leave-takings would differ in these two situations.

Be sure to provide specific examples to support your response. You may include examples of both verbal and nonverbal communication.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS:
ASSIGNMENTS 4, 5, AND 6

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

Your responses may be written in either English or 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.

For each assignment, you are to prepare a response of approximately, but not limited to, 150–300 words in the target language or English. You may use the word-count feature in the lower left-hand corner of the response box to monitor the length of your response.

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

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

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

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

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

---

Assignment 4: Relevant Subject Matter Requirements

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

Assignment 5: 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.

Assignment 6: Relevant Subject Matter Requirements

- 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. 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.

4. **Complete the exercise that follows.**

In every culture, there are important oral or literary works, such as epics, plays, poems, myths, legends, and stories, featuring themes and values that are significant to that culture. Using your knowledge of the culture(s) associated with Portuguese, write a response, in either Portuguese or English, in which you:

- identify an important oral or literary work of a culture associated with Portuguese;

- describe a central theme or value of this work; and

- explain how the central theme or value reflects a significant aspect of the culture.

5. **Complete the exercise that follows.**

   Geography plays a major role in the development of every culture. Using your knowledge of the geography and culture(s) associated with Hindi, write a response, in either Hindi or English, in which you:

   • identify one major geographic feature of a region in which Hindi is or was spoken;

   • describe the main characteristics of this geographic feature; and

   • analyze how this geographic feature has influenced the social, political, and/or economic development of the culture.

6. **Complete the exercise that follows.**

    Every culture has rituals, traditions, and celebrations to observe important life events such as the birth of a child, coming of age, birthdays, marriage, and death. Using your knowledge of the culture(s) associated with Hebrew, write a response, in either Hebrew or English, in which you:

    •   identify one ritual, tradition, or celebration central to a culture associated with Hebrew;

    •   describe the main features of this ritual, tradition, or celebration; and

    •   analyze how this ritual, tradition, or celebration exemplifies the perspectives of the culture.

Examples of Strong Responses to Sample Constructed-Response Questions

General Linguistics

Question #1 (Score Point 3 Response)

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

Linguistics of the Target Language

Question #2 (Score Point 3 Response)

One difference between verbs in Swahili and English is that Swahili can put much more information directly into a verb than English can. Swahili can express a lot of meaning in a verb. For example, the English sentence "I am waiting for him" can be expressed in Swahili as just one verb, <u>Ni-na-m-ngojea</u>. The information about the subject and the object of the sentence are attached directly to the verb.

Another difference between verbs in Swahili and English is that verbs in Swahili can be entire sentences by themselves. This is related to the fact that Swahili verbs can contain a lot of information. It is very rare in English for verbs to be full sentences, although commands like "Stop!" are full sentences. In Swahili, though, a verb like <u>Ni-ta-m-ngojea</u> can be a full sentence. In English, this sentence would require a lot more words: "I will wait for her."

Question #3 (Score Point 3 Response)

Italian speakers use informal greetings and leave-takings with friends and family members, who they would address with the informal pronouns <u>tu</u> or <u>voi</u>. The word <u>Ciao</u> is used to say both hello and good-bye. Often the word is repeated twice for good-bye: <u>Ciao Ciao</u>! <u>A presto</u> or <u>arrivederci</u> can also be used in leave-takings. Greetings and leave-takings are often accompanied by handshakes, kisses on both cheeks, and embraces.

Italian speakers use formal greetings and leave-takings when meeting older people or people with titles such as <u>dottore</u> or <u>professore</u>, who they would address with the formal pronouns <u>Lei</u> or <u>Loro</u>. <u>Buongiorno</u> is used to greet people in the morning or early afternoon, then the title of the person or <u>signore</u>/<u>signora</u>, and occasionally, a simple handshake. The usual formal leave-taking formula is <u>ArriverderLa</u> with the title of the person.

Literary and Cultural Texts and Traditions

Question #4 (Score Point 4 Response)

An important piece of Portuguese literature is <u>Os Lusíadas</u> by Luís Vaz de Camões. This is an epic poem from the late 16ᵗʰ century. It describes the founding of the Portuguese nation. The title of the poem refers to the ancestors of the Portuguese people, who were called the Lusitanians. The poem explains how Portugal was destined to become a great power and shows how the Portuguese Empire developed. It is similar to other epic poems like the <u>Aeneid</u>. The poem takes place during Vasco da Gama's voyage to India. During the voyage, different characters talk about famous heroes and important events in Portuguese history, and end with stories about Portuguese navigators.

One important theme in the poem is that Portugal was destined to become a great and powerful empire. The poet says at the beginning of the poem that he wants to praise Portugal. Throughout the poem, people talk about the glory and important destiny of the Portuguese Empire. Some of the important people and events mentioned are the legend of Lusus and Viriathus, King Afonso Henriques, Inês de Castro, and Magellan's voyage. The poem also talks about the astrolabe. The astrolabe is an instrument used by navigators. In the poem, the astrolabe symbolizes the discoveries and contributions of the Portuguese navigators. The poem describes the Portuguese Empire as being as important as previous great empires such as Rome. This theme is meant to inspire patriotism and national pride in its audience.

<u>Os Lusíadas</u> shows the pride that Portuguese people have in the great achievements of their nation and their people. The poem is celebrated as the national epic of Portugal and one of the great works of Portuguese literature. Among other things, the poem serves as a reminder of the important role that Portuguese navigators played in discovering and mastering ocean routes. Reading the poem provides a course in the history, culture, and character of the Portuguese people. The Portuguese Empire rapidly declined shortly after the poem was published, but the work still inspires great patriotism and national pride in the Portuguese people.

Cultural Analysis and Comparisons

Question #5 (Score Point 4 Response)

The Ganges River is an important geographical feature of India. The Ganges starts in the Himalayas and then flows through the plains of northern India and into Bangladesh. The river ends in the Bay of Bengal. The Ganges is one of India's seven sacred rivers and it is the holiest river for Hindus. In India, the Ganges is also very important because it supplies water for irrigation, creates fertile soil, helps provide electricity, and provides waterways for navigation.

The Ganges has been a symbol of Indian culture and civilization for centuries. In Hinduism, the river is worshipped as the goddess <u>Ganga</u>. People who bathe in the waters of the Ganges are purified of all sins for many generations. While the river's water is very polluted in some places, believers still drink it because of its holiness and spiritual powers. Millions of people visit the Ganges every year to bathe, drink the purifying water, or scatter the ashes of departed loved ones in the river. These rituals are so important that long <u>ghats</u> (steps) have been built in several places along the riverbanks to allow people to get to the water easily. There are frequently very large pilgrimages to sacred cities on the Ganges such as Allahabad and Varanasi.

A lot of the densely populated cities that are located on the banks of the Ganges were capitals of Indian provinces or empires. These cities used the Ganges navigation system until the railways were built. Some of these cities are among the oldest cities in the world. These cities still depend on the Ganges for a lot of their food supply. Some of the crops that are grown near the Ganges are rice, sugarcane, and wheat. The daily life of the inhabitants of these cities are closely connected to the cycles of the Ganges. Many of their traditions and customs are also related to the river.

Question #6 (Score Point 4 Response)

Bar mitzvah is a Jewish celebration of a young man becoming an adult in the Jewish tradition. This celebration takes place when the young man turns thirteen according to the Jewish calendar. At the age of thirteen, the young Jewish man is considered an adult in the Jewish tradition. He becomes a "bar mitzvah," a son of commandment. This means that he now has to take responsibility for his own following of Jewish laws and traditions. "Bat mitzvah," or daughter of commandment, is the coming of age celebration for a young woman.

The main feature of the bar mitzvah celebration is the young man's participation in the normal Sabbath service as an adult. The young man's first full participation usually consists of being called to read the Torah selection for the Sabbath service of the week. Sometimes, he may also be invited to discuss the passage that he read. Reading from the Torah requires a lot of studying and preparation because the ancient Hebrew text is challenging to read and must be sung in the correct way. A young bat mitzvah might also read and comment on a passage from the Torah or might read verses from other books such as the Book of Esther or the Book of Psalms. After the service, all the participants are usually invited to an elaborate celebration organized by the young man or woman's proud parents.

Becoming an adult in the Jewish tradition is a very important step in young Jewish people's lives. It involves becoming a full participant in the Jewish community and assuming responsibility for adhering to God's commandments as well as Jewish laws, traditions, and ethics. Young Jewish people understand the importance of this tradition that helps to hold the community together and has been active for thousands of years.

Scoring Information

Because the questions on the examination 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 questions. Responses to the constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this examination (see below and pages 22–24). Each response will be assigned a score based on an approved scoring scale (see pages 22 and 24).

Your performance on the examination 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

A. SHORT (FOCUSED)-RESPONSE QUESTIONS

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the short (focused)-response questions.

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

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

> *Relevant Subject Matter Requirements for Linguistics of the Target Language*
> *(Contrastive Analysis)*
>
> • Analyze and contrast linguistic structures of the target language and English.
> • Compare and contrast particular words, idioms, and inflections in the target language and English.

> *Relevant Subject Matter Requirements for Linguistics of the Target Language*
> *(Sociolinguistics and Pragmatics)*
>
> • Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse.
> • Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
> • Describe the differences among the varieties of the target language and the factors that account for these differences.

Scoring Scale. Scores will be assigned to each response to the short (focused)-response according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	**The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**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.** • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
U	**The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or specified form or orthography of the target language or English, or does not contain a sufficient amount of original work to score.**
B	**The "B" (Blank) is assigned to a response that is blank.**

B. EXTENDED-RESPONSE QUESTIONS

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the extended-response questions.

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

Relevant Subject Matter Requirements for Literary and Cultural Texts and Traditions

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

Relevant Subject Matter Requirements for Cultural Analysis and Comparisons
(Cultural Perspectives)

- 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.

	Relevant Subject Matter Requirements for Cultural Analysis and Comparisons (Cultural Practices and Cultural Products)

- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

Scoring Scale. Scores will be assigned to each response to the extended-response questions according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	**The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**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.** • 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	**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.**