



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## JAPANESE SUBTEST II

### Sample Questions and Responses and Scoring Information

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

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

**General Directions**

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response assignment section. Each question in the first section is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

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

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

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

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

1. Which of the following best describes the principle of *miyabi*, as reflected in great literature of the Heian period (794–1185)?
  - A. perception of form and function in art
  - B. appreciation of simple beauty and perfection
  - C. insight into the meaning and significance of art
  - D. respect for classical literary traditions

Read the poem below, "On Love" by Shuntaro Tanikawa; then answer the three questions that follow.

「地球へのピクニック」

ここで一緒になわとびをしよう　ここで

ここで一緒におにぎりを食べよう

ここでおまえを愛そう

おまえの<sup>め</sup>眼は空の青をうつし

おまえの背中はよもぎの緑に染まるだろう

ここで一緒<sup>せいざ</sup>に星座の名前を覚えよう

ここにいてすべての遠いものを夢見よう

ここで<sup>かんちょうひが</sup>潮干狩をしよう

あけがたの空の海から

小さなひとでをとつて来よう

朝御飯にはそれを捨て

夜をひくにまかせよう

ここでただいまを云い続けよう

おまえがお帰りのさいをくり返す間

ここへ何度でも帰つて来よう

ここで熱いお茶を飲もう

ここで一緒<sup>すわ</sup>に坐つてしばらくの間

涼しい風に吹かれよう

2. The language used in the opening line of this poem evokes a feeling of:
- A. childlike eagerness.
  - B. rigid authority.
  - C. fretful boredom.
  - D. tearful pleading.
3. In the second stanza of the poem, the writer suggests that the night is like:
- A. a starfish.
  - B. death.
  - C. a blanket.
  - D. an ocean.
4. The overall tone of this poem is best described as:
- A. romantic.
  - B. cynical.
  - C. indifferent.
  - D. anxious.

5. Which of the following best describes a major social consequence of the rise of cities and the expansion of a commercial economy in eighteenth-century Japan?
- A. Many samurai experienced a reduction in living standards and diminished prestige.
  - B. The daimyo improved their social position in terms of both wealth and power.
  - C. Command of foreign learning became an increasingly important means of social mobility.
  - D. Increased agricultural imports led to widespread impoverishment among the peasantry.
6. Since the Tokugawa period (1603–1867), Japanese families have taken children ages three, five, and seven to Shintō shrines to have priests offer prayers for them. These rituals, formalized since the Meiji period (1868–1912) as *Shichi-go-san*, symbolize:
- A. the official recognition of individual children becoming members of society.
  - B. the hopes of parents that their children will live long and prosperous lives.
  - C. the ties between the spirits of the family's ancestors and the new generation.
  - D. the special contributions that the new generation will make to society as adults.
7. Which of the following best explains the stylistic differences between the refined and formalized dramas of *nō* theater and the lively and melodramatic dramas of *kabuki* theater?
- A. *Kabuki* came originally from the popular culture of townspeople, while *nō* emerged out of Japan's aristocratic culture.
  - B. The primary goal of *nō* authors is to explore issues of moral conflict in personal relationships, while the primary goal of *kabuki* authors is to provide entertainment.
  - C. *Nō* dramas focus on historical events, while the focus of *kabuki* is on themes of fantasy and other-worldliness.
  - D. The early roots of *kabuki* are connected with Shintō rituals and beliefs, while the early roots of *nō* are found the values of Confucianism.

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS**

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

Read each assignment carefully before you begin your responses. Think about how you will organize your responses. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses must be either typed into the on-screen response box(es) or written on the response sheet(s) and scanned using the scanner provided at your workstation.**

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

Your responses to **Assignments 8, 9, and 11** will be evaluated based on the following criteria.

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

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

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

Your response to **Assignment 10** will be evaluated based on the following criteria.

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

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

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

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



### ***Assignments 8 and 9: Relevant Subject Matter Requirements***

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

### ***Assignments 10 and 11: Relevant Subject Matter Requirements***

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

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

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

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

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

Using your knowledge of literature, write a response, in either Japanese or English, in which you identify and discuss a well-known Japanese novelist or poet of the Shōwa period (1926–1990). Include at least three important facts or ideas about the author's life and/or works.

9. Read the passage below from *Kitchen* (1988), a novel by Banana Yoshimoto; then complete the exercise that follows.

私がこの世でいちばん好きな場所は台所だと思う。

どこのでも、どんなのでも、それが台所であれば食事をつくる場所であれば私はつらくない。できれば機能的きのうてきでよく使いこんであるといいと思う。乾いた清潔なふきんが何まいもあって白いタイルがぴかぴか輝く。

ものすごくきたない台所だって、たまらなく好きだ。

床に野菜くずがちらかっている、スリッパの裏がまっ黒になるくらい汚ないそこは、異様いように広いといい。ひと冬軽くこせるような食料が並ぶ巨大きょだいな冷蔵庫がそびえ立ち、その銀の扉に私はもたれかかる。油が飛び散ったガス台や、さびさびのついた包丁からふと目をあげると、窓の外には淋さびしく星が光る。

私と台所が残る。自分しかいないと思っているよりは、ほんの少しましな思想だと思う。

本当につかれはてた時、私はよくうっとりと思う。いつか死ぬ時がきたら、台所で息絶いきたえたい。ひとり寒いところでも、だれかがいてあたたかいところでも、私はおびえずにちゃんと見つめたい。台所なら、いいなと思う。

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機能的	functional
異様	exceedingly
巨大	huge
寂しく	lonely
息絶える	die

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

- identify a significant theme of this passage; and
- explain how descriptive details help convey the theme you have identified.

Be sure to give specific examples from the text to support your answer.

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

Japan's modern educational system was introduced immediately after the Meiji Restoration and modified after World War II. Since the 1870s it has played a critical role in the development of modern Japanese society.

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

- describe the main features of Japan's contemporary system of education; and
- analyze how that system has influenced contemporary Japanese society.

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

Mountains occupy more than four-fifths of Japan's land surface.

Using your knowledge of Japanese geography and history, write a response, in either Japanese or English, in which you describe two ways in which the country's mountainous topography has influenced the economic structure, lifestyles, or cultural perspectives of the Japanese people.

## Acknowledgments

**Question  
Number**

- 2./3./4. Shuntaro Tanikawa. *On Love*. NM: Katydid Books, 2003. Reprinted with permission.
9. Yoshimoto, Banana. (1988). *Kitchen*. (Translated by Megan Backus.) New York: Washington Square Press. pp. 3–4.

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

## Literary and Cultural Texts and Traditions

1. **Correct Response: B.** (SMR Code: 3.1) During the Heian period, the Japanese privileged class fostered the emergence of new, uniquely Japanese values and aesthetic terms. Among the most important of these values was *miyabi*, which refers broadly to ideas of beauty, perfection, and refined taste.
2. **Correct Response: A.** (SMR Code: 3.2) The opening line of the poem can be translated as "Let's jump rope here, you and I. Right here!" This text, with its reference to jumping rope and its exclamatory statement "Right here!", evokes a sense of childlike eagerness and excitement.
3. **Correct Response: D.** (SMR Code: 3.2) In the second stanza, the writer suggests that the night is like an ocean. This can be seen in the text that says, "Let's pick a little starfish from the sea of the dawning sky. At breakfast let's throw it back and let the night recede."
4. **Correct Response: A.** (SMR Code: 3.2) Throughout the poem, the writer presents an idealized and romantic view of love and the one who is loved. The writer takes delight in thinking about doing the simple things of everyday life with the beloved, like jumping rope, having lunch, looking at the sky, returning home, drinking tea, and feeling the breeze. The writer's description of love is full of optimism and joy. There is no hint of cynicism, indifference, or anxiety.

## Cultural Analysis and Comparisons

5. **Correct Response: A.** (SMR Code: 4.1) Trained only as soldiers, many samurai had a difficult time adjusting to the social and economic changes taking place in eighteenth-century Japan. Not only was employment hard to find during an era of peace, but tax laws that discriminated against the agricultural activities of the feudal lords whom the samurai served further reduced their income. These developments left many samurai deeply in debt.
6. **Correct Response: B.** (SMR Code: 4.2) The rituals performed on *Shichi-go-san* (November 15) are intended to thank the Shinto gods (*kami*) for protecting the children and to pray for their healthy development. After the ceremony, parents often give their children longevity candy (*chitoseame*), which is sold in bags bearing illustrations of cranes and turtles, two animals that symbolize long life. Both the candy and the bag represent parental hopes that their children will have long and prosperous lives.
7. **Correct Response: A.** (SMR Code: 4.3) Created in the early seventeenth century, *kabuki* theater was the first dramatic form designed mainly for the entertainment of Japan's common people. The prestige of *kabuki*, known as the people's theater, increased as merchants and other commoners improved their status in Japanese society. *Nō* theater is a form of ceremonial drama that emerged as a distinctive art form in the fourteenth century and was performed mainly for the benefit of Japan's aristocratic elite.



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

### Literary and Cultural Texts and Traditions

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

川端康成氏は、著名な日本国籍の小説家である。1899年に、大阪で生まれ、1972年に、自ら命を落とした。1968年に、日本人の小説家として、初めてのノーベル賞小説部門を受賞した。彼にとり、最初の成功は、1927年に出版された短編小説『伊豆の踊り子』である。やがて国際的な名声をもたらした本は、1948年に出版された『雪国』である。

川端氏の作品は、モダン的な潮流に古き良き日本の美を調和したことで知られる。写実主義に超現実主義的な想像力を混成した作品が多い。又、川端氏は、近代日本文学の新しい運動の媒体、『文藝時代』の創設者の一人である。

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

この テーマは 自分の人生だと思う。キッチンをも自分の人生に例えている。2行目の「食事をつくる」というのは自分の人生の第1歩。「機能的でよく使いこんである」は自分の人生の経験。3行目から4行目の文は人生はやり直すことが出来ると言いたいのだろう。5行目は人生がぼろぼろになったほど、自分が好きといたいのだろう。4段落は自分の人生に光を失なった時、途方に暮れていることを意味する。5段落目は自分の人生を客観的に見ている。最終段落はどんなに自分の人生が嫌になっても逃げださずに歩いていこうとする前向きな表現をしていると思う。キッチンが汚なかったらきれいにしてあげたらいい。人生が嫌になったら好きになったらいい。キッチンと人生は似ている。作者はそう言いたいのだ。

**Cultural Analysis and Comparisons (Extended-Response Question)****Question #10 (Score Point 4 Response)**

現代日本の教育制度の長所の一つは、「義務教育」として知られ、9年間続く国民のための教育制度である。この制度は、ほぼ、アメリカの教育制度を模範としたもので、第二次大戦後、日本が採用したものだ。この9年間の義務教育は、6年間の小学校と3年間の中学校を含む。現代日本の教育制度のもう一つの長所は、文部省が、小中高等学校の画一化されたカリキュラムを統一していることである。十年ごとに、文部省は、新しい

指導要領を発令している。このなかには、具体的に文書化されたガイドラインが設置されている。カリキュラム改訂のための提言は、様々な委員会によって行なわれ、カリキュラムの専門家、大学教授、学校の先生、地域の教育委員会の委員などが参加している。

第二次大戦後、日本の教育制度は、主に教育の目的について、いくつかの変遷を経てきた。戦後の経済再建を始めとして、高度経済成長の刺激策とその後続く安定成長、経済力とパワーはの焦点は、世界舞台の国際プレーヤーに成長するまでに伸びた。英語は、小学生が勉強する主な科目の一つとして、以前は、四年生に導入されたものが、今は一年生から始められる。

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

### Question #11 (Score Point 3 Response)

山岳地帯の国だったため、農業が、住民の主な仕事となることが自然な慣行だった。歴史的に、日本人は、農業に従事してきた。生産した農作物は国土のどこに居住するかによって決まっていた。山岳地帯とその高度を利用した緑茶は、日本における主要かつ有名な生産物の一つである。

昔、まだかなり険しい山岳地帯で、交通の便が非常に限定されていたこの頃、ほとんどの人々は村に暮っていた。村が、文化の単位で、農作業を取り巻く行事を重要視し、祝った。やがて、村の暮らしは、宗教、医療と日本社会の人間関係の社会的規範を合せた日本の生活が、文化の特色となった。

## Scoring Information for CSET: Japanese Subtest II

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

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

Because the constructed-response questions on CSET: Japanese Subtest II are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and pages 20 and 21). Each response will be assigned a score based on an approved scoring scale (see pages 20 and 22).

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: Japanese Subtest II

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

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

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

#### *Relevant Subject Matter Requirements for Literary and Cultural Texts and Traditions*

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

***Relevant Subject Matter Requirements for Cultural Analysis and Comparisons***

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the relationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

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

SCORE POINT	SCORE POINT DESCRIPTION
<b>3</b>	<p><b>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is an accurate application of relevant subject matter knowledge.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is only partially or not achieved.</li> <li>• There is limited or no application of relevant subject matter knowledge.</li> <li>• There is little or no relevant supporting evidence.</li> </ul>
<b>U</b>	<p><b>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.</b></p>
<b>B</b>	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>

**B. EXTENDED-RESPONSE QUESTION**

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

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

***Relevant Subject Matter Requirements for Cultural Analysis and Comparisons***

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the relationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

**Scoring Scale.** Scores will be assigned to each response to the extended-response constructed-response question on CSET: Japanese Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p><b>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial and accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects a comprehensive understanding of the assignment.</li> </ul>
3	<p><b>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequate understanding of the assignment.</li> </ul>
2	<p><b>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is limited accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited understanding of the assignment.</li> </ul>
1	<p><b>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is weak; there are no or few relevant examples.</li> <li>• The response reflects little or no understanding of the assignment.</li> </ul>
U	<p><b>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.</b></p>
B	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>