



# California Subject Examinations for Teachers®

## TEST GUIDE

### PUNJABI SUBTEST II

### Sample Questions and Responses and Scoring Information

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## **Sample Test Questions for CSET: Punjabi 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: Punjabi. 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.

Read the excerpt below from a thirteenth-century poem by Sheikh Farid; then answer the two questions that follow.

ਫਰੀਦਾ ਗਲੀਏ ਚਿਕੜ, ਦੂਰ ਘਰ, ਨਾਲ ਪਿਆਰੇ ਨੇਹੁ ॥  
ਚਲਾ ਤ ਭਿਜੇ ਕੰਬਲੀ, ਰਹਾਂ ਤ ਤੁਟੇ ਨੇਹੁ ॥

ਭਿਜਉ ਸਿਜਉ ਕੰਬਲੀ, ਅਲਹ ਵਰਸਉ ਮੇਹ ॥  
ਜਾਇ ਮਿਲਾ ਤਿਨਾ ਸਜਨਾ, ਤੁਟਉ ਨਾਹੀ ਨੇਹੁ ॥

1. The contrast between the narrator's relationship with his beloved and that of his blanket in the above poem serves to:
  - A. evoke the struggle for survival in an indifferent universe.
  - B. convey the power of love over worldly possessions.
  - C. satirize the social foibles of individuals.
  - D. suggest the importance of material goods for survival.
2. Which of the following best describes the tone of the above verse?
  - A. hopeful
  - B. sarcastic
  - C. melancholic
  - D. contemplative

3. Which of the following best describes an important geographical consequence for Punjab of the 1947 partition of India?
- A. The loss of major forest areas turned Punjab into a flat, treeless region.
  - B. Plateaus replaced plains as the main landform of Punjab.
  - C. The acquisition of rich mineral resources transformed the Punjabi economy.
  - D. In geographical terms, Punjab was no longer the land of the five rivers.

4. Which of the following best describes a distinctive feature of Punjabi culinary traditions?
- A. A predominantly rice-eating people, Punjabis eat wheat dishes only on special occasions.
  - B. The liberal use of exotic sauces gives most Punjabi foods a subtle flavor.
  - C. The main spice mixtures in Punjabi dishes consist of pepper, cloves, cinnamon, and fried peppers.
  - D. Milk and milk products are essential elements in everyday Punjabi cooking.

5. Which of the following best describes the cultural significance of the turban that is ceremonially tied to the heads of Sikh males when they reach the age of eleven or twelve?
- A. It demonstrates the importance of social solidarity in Sikh life.
  - B. It defines the youth's social position in the broader community.
  - C. It signifies the importance of the male line in Sikh families.
  - D. It demonstrates commitment to Sikhism and the Sikh Gurus.

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS**

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

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

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

Your responses to **Assignments 6, 7, and 8** will be evaluated based on the following criteria.

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

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

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

Your response to **Assignment 9** will be evaluated based on the following criteria.

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

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

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

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

***Assignments 6 and 7: Relevant Subject Matter Requirements***

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

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

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

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

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

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

**Complete the exercise that follows.**

6. Using your knowledge of literary and cultural texts and traditions, write a response, in either Punjabi or English, in which you describe the role of Kartar Singh Duggal in Punjabi literature. In your response:
- describe the type of literature for which Kartar Singh Duggal is best known; and
  - describe the role of Kartar Singh Duggal in Punjabi literature.
7. **Read the eighteenth-century poem below by Bulleh Shah; then complete the exercise that follows.**

ਸਭ ਇੱਕੋ ਰੰਗ ਕਪਾਹੀਂ ਦਾ ।

ਤਾਣੀਂ , ਤਾਣਾ , ਪੇ ਟਾ , ਨੱਲੀਆਂ ,  
ਪੀਠ , ਨੜਾ ਤੇ ਛੱਬਾਂ ਛੱਲੀਆਂ ,  
ਆਪੇ ਆਪਣੇ ਨਾਮ ਜਿਤਾਵਣ ,  
ਵੱਖੋ ਵੱਖੀ ਜਾਈ ਦਾ ।

ਸੱਭ ਇੱਕੋ ਰੰਗ ਕਪਾਹੀਂ ਦਾ ॥

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

- describe the author's use of metaphor in the poem; and
- discuss the social point being made by the author.

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

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

Khalsa initiation is an extremely important event in the lives of Sikhs.

Using your knowledge of Punjabi society and culture, write a response, in either Punjabi or English, in which you select two major features of the Khalsa initiation ritual and describe the social and/or cultural significance of those features for Sikhs.

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

Although the majority of Sikhs continue to live in Punjab, a growing number of Sikh communities have emerged in other parts of the world.

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

- briefly describe the history and extent of the Sikh diaspora; and
- analyze the impact of Sikh migrations on Sikh culture and society in Punjab.

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

## Literary and Cultural Texts and Traditions

1. **Correct Response: B.** (SMR Code: 3.2) In this poem, the author is worried about soiling his precious blanket if he ventures out into the rain to fulfill his promise to meet his beloved. His love overcomes this worry and he decides to keep his appointment and rendezvous with his beloved.
2. **Correct Response: D.** (SMR Code: 3.2) The author carefully considers his choices regarding his blanket and his beloved. He decides that he values his commitment to his beloved above other worldly considerations. This thought process is best described as contemplative.

## Cultural Analysis and Comparisons

3. **Correct Response: D.** (SMR Code: 4.1) The word *Punjab* means "land of five rivers," a reference to the Beas, Chenab, Jhelum, Ravi, and Sutlej rivers, all of which once flowed through a united Punjab. With the 1947 partition of India, the rivers are now divided between Pakistan and India.
4. **Correct Response: D.** (SMR Code: 4.2) Given Punjab's reputation as the land of milk and honey, it is not surprising that dairy products are important elements in regional cuisine. Not only are curd and buttermilk essential parts of every meal, but Punjabi spice mixtures (*masalas*) are prepared with large amounts of clarified butter (*desi ghee*) and served with generous helpings of butter or cream.
5. **Correct Response: C.** (SMR Code: 4.3) Considered an inseparable part of Sikh life, the turban is a symbol of holiness and spirituality. It is also considered a symbol of responsibility that signifies the importance of the male line in Sikh families. When the head of a family dies, the ceremonial tying of a turban by the eldest son in front of a large gathering demonstrates his readiness to assume the duties of family leadership.

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

### Literary and Cultural Texts and Traditions

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

Kartar Singh Duggal is an author who writes in Punjabi, Urdu, Hindi, and English. His work includes novels, poetry, short stories, and plays. Much of his writing concerns topics related to his Sikh faith and to events and ideas related to Sikhism. In this author's works, events in Indian life are often related to and illustrative of spiritual principles and lessons and the importance of service. Kartar Singh Duggal regards service as a spiritual responsibility of all people. Introspection and reflection are prominent in his stories and poems. The themes and settings he chooses and the writing style and literary devices he uses to transport his readers to those settings have led readers to call him Punjab's first surrealist. One of his most famous short stories is "Come Back My Master."

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

In this poem, Bulleh Shah compares the basic nature and essence of humankind to the thread from which a cotton cloth is made. The thread of cotton is the basic nature of humanity. In using this metaphor, Bulleh Shah is saying that we are all made from the same thread of cotton yarn. There is in fact only one thread of cotton from which we are all made. This is an affirmation of the equality of all men and women and of their rights regardless of gender, social status, race, or religion. All of these groups, like the different clothes and articles made from the cotton threads, have their own names, but at their core they are all the same.

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

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

The Khalsa initiation ritual or baptism, called Amrit Sanchar, is the ritual whereby a Sikh is received fully into the faith to become a true Khalsa (purified or chosen one). Among the features of the Khalsa initiation are the morning bath and the recitation of Gurbani (sacred scripture). Before arriving at the ceremony, all candidates must have bathed and washed their hair. As part of the ceremony, a second ceremonial bath is conducted. The bath water is prepared by placing a pellet of sugar in a bowl of water. This water is sprinkled onto the head and into the eyes of the candidates. Following this bath, there is a recitation of the Gurbani, including a verse by Guru Granth Sahib.

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

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

ਡਿਆਸਪੋਰਾ ਲੋਕਾਂ ਦੇ ਆਪਣੇ ਵਤਨ ਤੋਂ ਫੇਲਾਓ ਜਾਂ ਖਿਲਾਰ ਨੂੰ ਕਹਿੰਦੇ ਹਨ। ਸਿੱਖਾਂ ਦਾ ਆਪਣੇ ਵਤਨ ਨੂੰ ਛੱਡਣਾ ਅੰਗਰੇਜ਼ਾਂ ਦੇ ਰਾਜ ਤੋਂ ਖਾਸ ਕਰ ਅਗੋਤੀ 19ਵੀਂ ਸਦੀ ਤੋਂ ਸ਼ੁਰੂ ਹੋਇਆ। ਸਿੱਖਾਂ ਦਾ ਆਪਣੇ ਵਤਨ ਤੋਂ ਫੇਲਾਓ ਵਿਦੇਸ਼ੀ ਫੇਜ਼ਾਂ ਦੀ ਕਠੋਰਤਾ, ਸਿੱਖਾਂ ਦੀ ਅੰਗਰੇਜ਼ੀ ਫੇਜ਼ ਵਿੱਚ ਭਰਤੀ, ਅਤੇ ਸਿੱਖਾਂ ਦਾ ਅੰਗਰੇਜ਼ੀ ਰਾਜ ਵਿੱਚ ਹਰ ਜਗਾ ਸਥਾਪਿਤ ਹੋਣ ਦੇ ਕਾਰਨ ਹੋਇਆ। ਇਸ ਸੱਚ ਤੋਂ ਇਲਾਵਾ ਇੱਕ ਸੱਚ ਇਹ ਵੀ ਹੈ ਕਿ ਇਸ ਸਮੇਂ ਕਈ ਸਿੱਖਾਂ ਨੇ ਆਪਣਾ ਵਤਨ ਰਜ਼ਾਮੰਦੀ ਨਾਲ ਵੀ ਛੱਡਿਆ। ਬਹੁਤੇ ਸਿੱਖਾਂ ਨੇ ਫੇਜ਼ ਦੀ ਨੌਕਰੀ ਤੇ ਰਿਟਾਇਰ ਹੋਕੇ ਪੰਜਾਬ ਤੋਂ ਬਾਹਰ ਰਿਹਾਇਸ਼ ਕਰ ਲਈ।

1994 ਵਿੱਚ ਭਾਰਤੀ ਫੇਜ਼ਾਂ ਦਾ ਹਰੀਮੰਦਰ ਸਾਹਿਬ ਤੇ ਹਮਲਾ ਸਿੱਖਾਂ ਦੇ ਪਰਵਾਸਣ ਦਾ ਇੱਕ ਹੋਰ ਕਾਰਨ ਬਣਿਆ। ਬਹੁਤੇ ਸਿੱਖਾਂ ਨੇ ਇਸ ਸਮੇਂ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਰਾਜਨੀਤਕ ਸ਼ਰਣ ਲੈ ਲਈ। ਹਿੰਦੂਆਂ ਦੇ ਨਾਲ ਮਿਲਣ ਦਾ ਡਰ ਵੀ ਇਸ ਪਰਵਾਸਣ ਦਾ ਕਾਰਨ ਸੀ। ਇਸ ਸਿੱਖਾਂ ਦੇ ਫੇਲਾਓ ਦੇ ਨਤੀਜੇ ਵਜੋਂ ਤਕਰੀਬਨ ਇੱਕ ਲੱਖ ਸਿੱਖ ਭਾਰਤ ਤੋਂ ਬਾਹਰ ਰਹਿੰਦੇ ਹਨ ਤੇ ਲਗਭਗ 18 ਲੱਖ ਭਾਰਤ ਵਿੱਚ। ਸਿੱਖ ਬਹੁਤੀ ਤਦਾਦ ਵਿੱਚ ਪੰਜਾਬ ਤੋਂ ਬਾਹਰ, ਅਮਰੀਕਾ, ਕਨੇਡਾ ਅਤੇ ਇੰਗਲੈਂਡ ਵਿੱਚ ਰਹਿੰਦੇ ਹਨ।

ਸਿੱਖਾਂ ਦਾ ਆਪਣੇ ਵਤਨ ਨੂੰ ਛੱਡਣਾ ਪੰਜਾਬ ਤੇ ਹਮੇਸ਼ਾਂ ਪ੍ਰਭਾਵਿਤ ਹੋਇਆ। ਯਕੀਨਨ ਹੀ ਗੁਣਵਾਣ ਅਤੇ ਸੁਸਿਖਿਅਤ ਲੋਕਾਂ ਦੀ ਕਮੀ ਹੋਈ। ਬਾਹਰ ਰਹਿੰਦੇ ਸਿੱਖਾਂ ਨੇ ਪੰਜਾਬ ਰਾਜ ਦੇ ਵਿਚਾਰ ਨੂੰ ਉਤਸਾਹ ਦਿੱਤਾ। ਇਹ ਵੀ ਕਿਹਾ ਗਿਆ ਹੈ ਕਿ ਸਿੱਖ ਜੋ ਅਧਿਕਾਰ, ਇੱਜ਼ਤ ਅਤੇ ਹਕੂਮਤ ਚਾਹੁੰਦੇ ਸਨ ਉਹ ਉਨ੍ਹਾਂ ਨੂੰ ਦੁਨਿਆ ਵਿੱਚ ਨਹੀਂ ਮਿਲੇ, ਪਰ ਸ਼ਾਇਦ ਪੰਜਾਬ ਵਤਨ ਉਨ੍ਹਾਂ ਦੀ ਇੱਜ਼ਤ ਵਧਾ ਸਕੇ।

## Scoring Information for CSET: Punjabi 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: Punjabi 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 15 and 16). Each response will be assigned a score based on an approved scoring scale (see pages 15 and 17).

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: Punjabi 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: Punjabi 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: Punjabi 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: Punjabi 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: Punjabi 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"> <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>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"> <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>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"> <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>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"> <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>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>