



California
Subject
Examinations for
Teachers®

TEST GUIDE

MULTIPLE SUBJECTS SUBTEST I

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Multiple Subjects Subtest I

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest I of CSET: Multiple Subjects. 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.

1. Some common vowel patterns are associated with more than one pronunciation (e.g., steam and bread). Which of the following nonsense words illustrates a vowel pattern that is highly consistent in its pronunciation?
 - A. stook
 - B. troan
 - C. spow
 - D. mough
2. Which of the following statements best explains how knowing a language that is historically related to English (e.g., German, French, Spanish) can facilitate an individual's acquisition of English as a second language?
 - A. Many words and roots are likely to have similar spellings and meanings in English and in the individual's first language.
 - B. English prefixes and suffixes are likely to resemble the affixes used in the individual's first language.
 - C. The most frequently occurring speech sounds in English and in the individual's first language are likely to be the same.
 - D. Social conventions relating to language use are likely to be similar in English and in the individual's first language.

3. An extensive oral vocabulary is most likely to contribute to a reader's decoding skills by helping the reader:
- A. apply phonics generalizations to sound out a word.
 - B. use syntactic cues to determine the meaning of an unfamiliar word.
 - C. relate an unfamiliar word to known words with similar spellings.
 - D. recognize a word after sounding it out.

4. **Read the paragraph below; then answer the question that follows.**

¹Pittsburgh, Pennsylvania, is the regular meeting site of an international society of engineers who specialize in bridge building. ²This choice of locale is no accident. ³Pittsburgh is famous for the dozens of bridges spanning the city's three rivers. ⁴Almost every conceivable type of bridge can be found in or around Pittsburgh. ⁵Many of these bridges have idiosyncratic features, due to the unique requirements posed by the city's undulating terrain.

Which of the following is the topic sentence of this paragraph?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

Read the excerpt from a speech below; then answer the two questions that follow.

¹While Washington, D.C., does send a delegate to the U.S. House of Representatives, this official cannot cast a vote on the floor of the House or in committee, leaving D.C. residents without an effective voice in Congress. ²Like Americans living in every other part of the country, however, residents of the District pay federal income taxes. ³(Indeed, the per capita income tax paid by D.C. residents is higher than in all but a handful of states.) ⁴It is a bitter irony that the only other U.S. citizens who are denied full voting rights are convicted felons. ⁵Some D.C. residents now compare their plight to that of pre-Revolutionary War colonists; the phrase "No taxation without representation" has become something of a local rallying cry.

5. Which sentence most strongly suggests that the speech is persuasive in its intent?
- A. Sentence 1
 - B. Sentence 2
 - C. Sentence 4
 - D. Sentence 5
6. Which of the following research questions would provide the most appropriate starting point for an objective investigation of issues raised in this excerpt?
- A. Are there other respects in which D.C. residents lack full citizenship rights?
 - B. Are there any groups of citizens other than felons who are denied voting rights?
 - C. Why do D.C. residents pay relatively high per capita income taxes?
 - D. What arguments are raised by opponents of Congressional representation for D.C.?

Read the poem below, "The Creature" by Gary Soto; then answer the two questions that follow.

This morning something
Perched like a bird
On my left shoulder,
And was silent.
If I brushed it away,
It reappeared
Like a premonition.
If I ran,
It clawed deep
Into my coat,
My wool coat,
And closed its eyes—
Or what I thought
Were its eyes.
So, here I was
Walking the town
Perplexed like a priest,
My neck stiff
As a new beard,
And no friend
Waving ¡Hola!
That afternoon
I prayed and lit
A candle for the spirit
Of my wife
Dead two years,
And still this
Creature tightened
And yawned
Into my ear.
At supper in my room,
It ate my bread
And the handle
Of a sharp knife.
To that I said Enough!
And left hatless
For the cantina,
Where again the creature
Lay on my shoulder
Like the hand of someone
Bearing grief.

7. In this poem, the image of "the creature" most clearly symbolizes the:
- A. psychological disorientation that results from loss of religious faith.
 - B. self-destructive dimensions of human behavior.
 - C. fragmented consciousness that results from self-deception.
 - D. unavoidable, persistent anguish of personal loss.
8. The narrator of the poem can best be characterized as:
- A. angry at himself.
 - B. seeking to evade emotional pain through restless activity.
 - C. desperate for human companionship.
 - D. unwilling to acknowledge the fact of his wife's death.

9. Which of the following best describes the geographical setting in which the first civilizations of Asia and Africa emerged?

- A. mountainous areas where settlements could be easily defended against invasion
- B. river valleys where there was an abundance of fertile soil and fresh water
- C. inland prairies where families could subsist on food obtained from hunting and gathering activities
- D. elevated plateaus where there was ample grazing land for cattle and sheep

10. Which of the following best describes one major cause of the decline of the Roman Empire?

- A. Political instability and use of mercenary armies undermined the security of the empire.
- B. A sharp increase in the birthrate led to overpopulation in major urban centers of the empire.
- C. The growth of Christianity caused widespread religious conflict throughout the empire.
- D. The subdivision of large country estates led to a major decline in agricultural output.

11. Which of the following best describes a shared aim of the voyages of exploration commanded by John Cabot, Jacques Cartier, and Henry Hudson?

- A. to control the North American fur trade
- B. to discover a westward route to Asia
- C. to establish bases for the destruction of Spanish shipping
- D. to convert American Indians to Christianity

12. Use the excerpt below from the "Declaration of Sentiments and Resolutions" of the Seneca Falls Convention of 1848 to answer the question that follows.

But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

Which of the following was the main reason that the authors of the declaration employed the language used in the excerpt above?

- A. to demand that public officials extend to women the freedoms contained in the Bill of Rights
- B. to link the demands of women to the grievances of the Revolutionary generation
- C. to remind Americans of the contributions that women made to the struggle for independence
- D. to urge women to organize a movement to replace the U.S. Constitution

13. Which line in the table below correctly identifies *both* a major advantage possessed by the Union and a major advantage possessed by the Confederacy at the beginning of the Civil War?

| Line | Union Advantage | Confederate Advantage |
|-------------|--------------------------------------|--------------------------------------|
| 1 | greater political unity | superior transportation network |
| 2 | closer relations with foreign powers | greater food-production capabilities |
| 3 | more powerful navy | larger population |
| 4 | stronger manufacturing base | more experienced officer corps |

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

14. Which of the following was most responsible for the development of a national market in the United States during the late nineteenth century?
- A. the expansion of the railroad and telegraph network
 - B. the growth of the iron and steel industry
 - C. the formation of the Interstate Commerce Commission
 - D. the increased mobility of the industrial labor force
15. Which of the following best describes a shared function of the mission, the presidio, and the pueblo in early California history?
- A. to maintain social order
 - B. to transmit cultural values
 - C. to promote trade
 - D. to convert non-Christians
16. Which of the following acts established the basis for a substantial increase in the Asian population of California?
- A. Displaced Persons Act of 1948
 - B. Immigration and Nationality Act of 1952
 - C. Migration and Refugee Assistance Act of 1962
 - D. Immigration Reform Act of 1965

17. Use the information below to complete the exercise that follows.

A fifth-grade student attempts to spell a list of words that are read aloud. Shown below are the words and the student's spellings.

| Target Word | Student's Spelling |
|--------------------|---------------------------|
| yellow | yelloe |
| natural | nacheral |
| muffin | muffin |
| doctor | dockter |
| special | spechul |
| sign | sine |
| quick | quick |

Write a response in which you describe the student's spelling development. Make sure to cite specific examples to support your conclusions.

18. **Read the passage below from *The Story of My Life* (1903), Helen Keller's autobiography; then complete the exercise that follows.**

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

Write a response in which you describe the use of analogy in the passage. Be sure to cite specific evidence from the text.

19. **Complete the exercise that follows.**

In 1776, after more than ten years of growing resistance, Great Britain's North American colonies in America declared their independence.

Using your knowledge of U.S. history, prepare a response in which you:

- identify two important causes of the American Revolution;
- select one of the causes you have identified; and
- explain why that cause was a decisive factor in bringing about the decision for independence.

20. **Complete the exercise that follows.**

In the 1930s, approximately 300,000 people migrated from the southern plains region of the United States to California.

Using your knowledge of California history, prepare a response in which you:

- identify three effects (social, economic, political, cultural) of this migration on California;
- select one of the effects you have identified; and
- explain how the effect of the migration you have selected helped shape modern California society.

Acknowledgments

**Question
Number**

7. & 8. From *New and Selected Poems* by Gary Soto © 1995. Published by Chronicle Books, San Francisco, LLC.

Annotated Responses to Sample Multiple-Choice Questions for CSET: Multiple Subjects Subtest I

Reading, Language, and Literature

1. **Correct Response: B.** (SMR Code: 1.1) The *oa* vowel pattern is associated with the "long *o*" sound in words such as *groan*, *boat*, and *load*. Systematic studies of sound-symbol correspondences in English have found very few exceptions to this general rule.
2. **Correct Response: A.** (SMR Code: 1.2) For historical reasons, the English language was heavily influenced by German (Old English is derived from German) and French (French-speaking Normans conquered England in 1066). Like French, Spanish is a Romance language (i.e., derived from Latin), so Spanish also shares many words and word roots with French and English. In addition, many other languages have contributed words to English. Consequently, speakers of other languages can often make educated guesses about the meanings of unfamiliar English words and word roots by using their knowledge of their primary language.
3. **Correct Response: D.** (SMR Code: 1.3) The decoding process involves oral vocabulary knowledge as well as the ability to sound out words. A reader with an extensive oral (listening and/or speaking) vocabulary who sounds out an unfamiliar printed word often may activate recognition of the word by hearing it and thereby understand its meaning.
4. **Correct Response: C.** (SMR Code: 2.3) Sentence 3 states that Pittsburgh is famous for its many bridges, which is the main idea of the paragraph. All the other sentences in the paragraph relate to this idea by either leading up to it (Sentences 1 and 2) or providing supporting details (Sentences 4 and 5).
5. **Correct Response: C.** (SMR Code: 3.2) Most of the paragraph adopts a descriptive, neutral tone that might be found in a purely informational text. However, Sentence 4 reveals that the author has an opinion and is trying to persuade the reader to adopt it. In this sentence, the author points out that D.C. residents are being treated like felons and uses the phrase "bitter irony" to indicate disapproval of their treatment and to appeal to readers' emotions. These are characteristics of persuasive writing.
6. **Correct Response: D.** (SMR Code: 2.5) In the passage, the author provides the outline of an argument in favor of Congressional representation for Washington, D.C. A researcher who wishes to engage in an objective investigation of this issue should seek out and evaluate the arguments raised by those holding the opposite view. Presumably, these arguments would help to explain why Congressional representation has thus far not been granted.
7. **Correct Response: D.** (SMR Code: 3.3) The clearest indication that "the creature" symbolizes the narrator's sense of loss is that praying and lighting a candle for his deceased wife fail to banish the creature ("still this / Creature tightened / And yawned / Into my ear"). Like a genuine loss, the creature cannot be easily avoided and does not easily relent. In addition, the last line of the poem compares the creature directly to "the hand of someone / Bearing grief."
8. **Correct Response: B.** (SMR Code: 3.1) There is evidence throughout the poem of the narrator's restlessness. He runs from the creature, walks the town, prays and lights a candle for his wife, eats supper, and finally heads to a cantina (i.e., a bar or tavern). In the last instance, the narrator makes it explicit that he is trying to rid himself of the creature ("I said Enough! / And left hatless / For the cantina").

History and Social Science

9. **Correct Response: B.** (SMR Code: 1.1) The first civilizations of Asia and Africa emerged about 5,000 to 6,000 years ago in river valleys, which provided easy access to the water needed for cultivating crops and raising livestock. River valleys were particularly suitable for agricultural activities because floods deposited fertile soil on adjoining fields.
10. **Correct Response: A.** (SMR Code: 1.2) During the third and fourth centuries C.E. (A.D.), weak leadership and excessive taxation undermined the loyalty of Roman citizens and shook the stability of Rome's political institutions. The growing indifference of citizens led to the deterioration of the Roman army, which had traditionally relied on the service of soldier-citizens. As mercenary officers and soldiers with no essential loyalty to Rome came to dominate the army, invasions by Germanic tribes became more frequent and more successful, ultimately leading to the toppling of the empire.
11. **Correct Response: B.** (SMR Code: 2.1) A major objective of European navigators during the Age of Discovery was to establish water routes to the markets of Asia. John Cabot, Jacques Cartier, and Henry Hudson all hoped to achieve this aim by discovering a northwest passage through the North American continent to Asia.
12. **Correct Response: B.** (SMR Code: 2.2) The language in the passage is taken almost directly from the Declaration of Independence. The authors' main purpose in adopting this language was to place the cause of women's rights in a context of profound significance to Americans—both male and female—and to show that women still suffered from many of the same political inequities that had prompted an earlier generation of Americans to overthrow British rule.
13. **Correct Response: D.** (SMR Code: 2.3) In 1861, northern factories accounted for more than 90 percent of the annual value of manufactured products in the United States. The South, however, had a much more experienced officer corps at the outset of the Civil War. Southern officers had dominated the prewar U.S. Army; when their home states seceded from the Union, most of them resigned their commissions to fight for the Confederacy.
14. **Correct Response: A.** (SMR Code: 2.4) During the late nineteenth century, the expansion of the railroad and telegraph networks integrated numerous communities into a national market. A particularly important development was the construction of a transcontinental railroad after the Civil War. Its completion in 1869 ended the physical isolation of the Pacific Coast and made it possible to transport goods coast-to-coast without having to sail around Cape Horn.
15. **Correct Response: A.** (SMR Code: 3.1) A common function of the missions, the presidios, and the pueblos was to maintain control over the indigenous population. In the missions, Spanish priests attempted to regulate all facets of American Indian life; the duties of soldiers stationed in presidios included the suppression of rebellious activity on the part of both European settlers and American Indians; and the pueblos were viewed as a means of establishing and maintaining some semblance of order in isolated frontier areas.
16. **Correct Response: D.** (SMR Code: 3.2) The Immigration Reform Act of 1965 replaced the national-origins-based immigration policy of the 1920s with a system that emphasized education and special skills; it also permitted up to 170,000 persons to enter the United States from nations of the Eastern Hemisphere each year. These changes prompted a considerable increase in Asian immigration to the United States.

Examples of Responses to Sample Constructed-Response Questions for CSET: Multiple Subjects Subtest I

Reading, Language, and Literature

Question #17 (Score Point 3 Response)

This fifth-grade student has demonstrated a knowledge of sound-symbol relationships on all the words in this list as far as beginning sounds and blends are concerned, such as the blend "sp" in special. An understanding of consonant-doubling is demonstrated in the words yelloe and muffin. However, there are mistakes in some of the ending sounds, such as the "oe" in yelloe and the "er" in docter. These mistakes are common for a first or second grader but are not expected of a fifth grader. The fifth-grade student's sight vocabulary should be such that these mistakes are eliminated due to practice and exposure to written words. Another weakness of this student is in the area of medial sounds, as shown in the words natural/nacheral and special/spechul. This student's development is at the transitional level, and the student is still using sign-symbol relationships mastered at the lower grade level. This student could build up a better understanding of the correct spelling of words though practice and exposure to more literature. More reading would also help to develop better morphological understanding, as of the relationship between natural and nature.

Question #17 (Score Point 2 Response)

The student has demonstrated a high level of phonemic awareness, using a letter or letter combination to represent each sound in a word. Consonant doubling was also used correctly in "yelloe" and "muffin." However, there were errors with common word endings, as in "yelloe," "dockter," and "spechul." By fifth grade, students should be able to spell these words correctly. The student has not learned common spelling patterns and still over-relies on sounding words out. More practice reading and writing should help this student improve his or her spelling.

Question #17 (Score Point 1 Response)

This fifth grade student shows some strengths and weaknesses in spelling. In my evaluation, he is only an average speller. He does know his beginning letter sounds and most of the ending sounds in these words. He is also spelling muffin and yelloe with double consonants. But the rest of the words shows weaknesses. He doesn't know how to spell the "tu" in natural and the "ci" in special, and instead spells them how they sound. And he misses the spelling of doctor, not knowing that "c" has the sound of "k" like in quick, alone. I would suggest that this student needs to have some remedial help with spelling to catch up with the others in his class.

Question #18 (Score Point 3 Response)

In this passage from Helen Keller's autobiography, Ms. Keller compares herself, "before [her] education began," to a fogbound ship, without instruments of navigation, adrift in ignorance and fear. We know that Ms. Keller was both deaf and blind, and was ignorant of any outwardly expressive language in early childhood. In this passage she speaks of the isolation she then felt, "groping" and wordlessly trapped in her "tangible white darkness."

The imagery of the fog is an evocative analogy not only of ignorance and isolation, but of sensory deprivation. It is most telling that the light that came to shine on her, that led her to the acquisition of knowledge, was the light of love. Her education began with the love of her teacher, Anne Sullivan, who went on to deliver literally into Ms. Keller's hands the compass and sounding-line of language and intelligibility. This light of love, with its Biblical resonance, has to her almost the quality of the divine.

Question #18 (Score Point 2 Response)

Helen Keller compares herself before her education began to a ship lost in a dense fog, "without compass or sounding line." Ms. Keller illustrates her feelings of fear and isolation by comparing herself to a fogbound ship. She explains that, "Light! Give me light!" was the wordless cry of her soul, meaning that she was longing for a beacon or guide.

Question #18 (Score Point 1 Response)

In this passage, there is a ship that is lost because of a heavy fog. The people on it don't know where they are and so feel tense and anxious. They wonder if they are close to the shore and far from the harbor.

Helen Keller, in her autobiography, tells us that she was like that ship before she had any education. But after being educated she didn't feel lost anymore. The ship was her before she began to learn. After being educated, she found light and love.

History and Social Science

Question #19 (Score Point 3 Response)

One major cause of the American Revolution was colonial opposition to British efforts to tax the colonies. Another was colonial discontent over British policies that restricted westward expansion. The first of these causes was particularly significant because it involved differing conceptions of colonial rights. Americans insisted that they could not be taxed by a government in which they were not represented, and thus could not be subject to acts of Parliament; the British disagreed. These differences were at the heart of disputes surrounding the Stamp Act, the Townshend duties, and the Tea Act--disputes that contributed considerably to the growing tensions that resulted in war.

Question #19 (Score Point 2 Response)

Two major causes of the American Revolution were the Stamp Act and the Quartering Act, enacted by the British government on the colonial peoples. The Quartering Act required that colonial governments pay for quarters and supplies for the English troops stationed in the colonies, as well to house soldiers in colonial homes. Although these acts both led to great protests and demonstrations, Great Britain refused to repeal these abhorrent laws. This made people even more angry and discontented. It led to increased hostility.

Question #19 (Score Point 1 Response)

Two major causes of the American Revolution included the fact that the colonists had developed a local political structure that resented being treated as inferior by the English leaders and accompanying this was the practice of taxing the colonies without their input.

The sense of not being equal to the English leaders was a driving factor in developing a home grown leadership of such people as Washington, Franklin, and Adams who would take the leadership roles in contesting what they saw as English injustice. Had they been granted equality with the English leaders, it is less likely that Washington et al would have taken the drastic step of breaking away from the home country.

Question #20 (Score Point 3 Response)

During the Great Depression of the 1930's California was subjected to a mass immigration of poor farmers from the Southern Plains states. Although poor, these were proud people who valued their families, had a strong work ethic, found solace in a strong evangelistic Protestant faith, and who believed in the Democratic party.

The initial reception for these people was quite negative, and in some cases California police turned people back at the borders. Those who persevered and did take up residence within California made up two important groups. One group continued their work in agriculture but found themselves competing with other immigrants for poor-paying migrant jobs. The second group added to the state's growing urban population, especially in Los Angeles, where they competed for entry-level jobs. Eventually, as the economy strengthened during World War II and more jobs became available, the members of the "Okie subculture" found themselves helping to form a solid middle class.

Because of their physical features, assimilation was eventually easier for them than for other immigrants; however, their contributions to the development of the California defense industries, along with such cultural factors as food and music, added another dimension to the diversity of cultures that comprise California.

Question #20 (Score Point 2 Response)

In the 1930's there was a mass migration of desperate farmers fleeing from deplorable agricultural conditions, such as severe drought, in the Midwestern states in search of a better life in California. These refugees who fled the Dust Bowl disaster were lured by California's warm climate, reputation as land of opportunity, and an economic boom in areas such as oil, movies and manufacturing. This migration, which was facilitated by the advent of the automobile and government road building programs, affected California in many ways. These Midwesterners, who became known as "Okies," brought with them their strong work ethic, fervent Protestant evangelism, and staunch Democratic political ideals, which had great political, economic and social impact on California.

Many of the immigrants attempted to continue to make their living in agriculture, while some sought employment in factories performing low paying jobs. However, despite their desire to work hard and efforts to obtain employment, because of the nation wide depression and large influx of immigrants, the Okies had difficulty finding jobs. And, if they were successful, they received little pay for their long hours of labor. Consequently, they were forced to reside in crowded, sub-standard housing with little food for nourishment. Life in California was not the "land of milk and honey" of which they had dreamed. These refugees from the severe conditions of the Dust Bowl did not obtain the good life that they were seeking. Although, they helped California's economy with their hard work, they did gain rewards from their labor. They remained poor farmers.

Question #20 (Score Point 1 Response)

In the 1930's a large number of people moved to California from the Southern Plains of the United States. A substantial number were from agricultural areas of Oklahoma and in general this group was to be known as the Okies.

As a result of the inflow of people into the state, and it was the time of the height of the Great Depression, a great burden was placed upon the California communities affected by the movement. This added economic burden alienated local residents and the added competition for jobs gave rise to tensions.

Probably the main impact at the time was that economic competition for work made low wages and social disruption. The appearance of the new arrivals differed greatly from that of the established local residents.

Over the long term, the immigrants changed the political and social climate of many communities.

Scoring Information for CSET: Multiple Subjects Subtest I

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.

There are four constructed-response questions in Subtest I of CSET: Multiple Subjects. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. 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 subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 28).

Your performance on the subtest will be evaluated against a standard determined by the California Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

Performance Characteristics for CSET: Multiple Subjects Subtest I

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: Multiple Subjects Subtest I.

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

Scoring Scale for CSET: Multiple Subjects Subtest I

Scores will be assigned to each response to the constructed-response questions on CSET: Multiple Subjects Subtest I 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 content specifications.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant content specifications. • 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 content specifications.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant content specifications. • 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 content specifications.</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 content specifications. • There is little or no relevant supporting evidence. |
| U | <p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, primarily in a language other than 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> |