



California
Subject
Examinations for
Teachers®

TEST GUIDE

**SOCIAL SCIENCE
SUBTEST I**

**Sample Questions and Responses
and Scoring Information**

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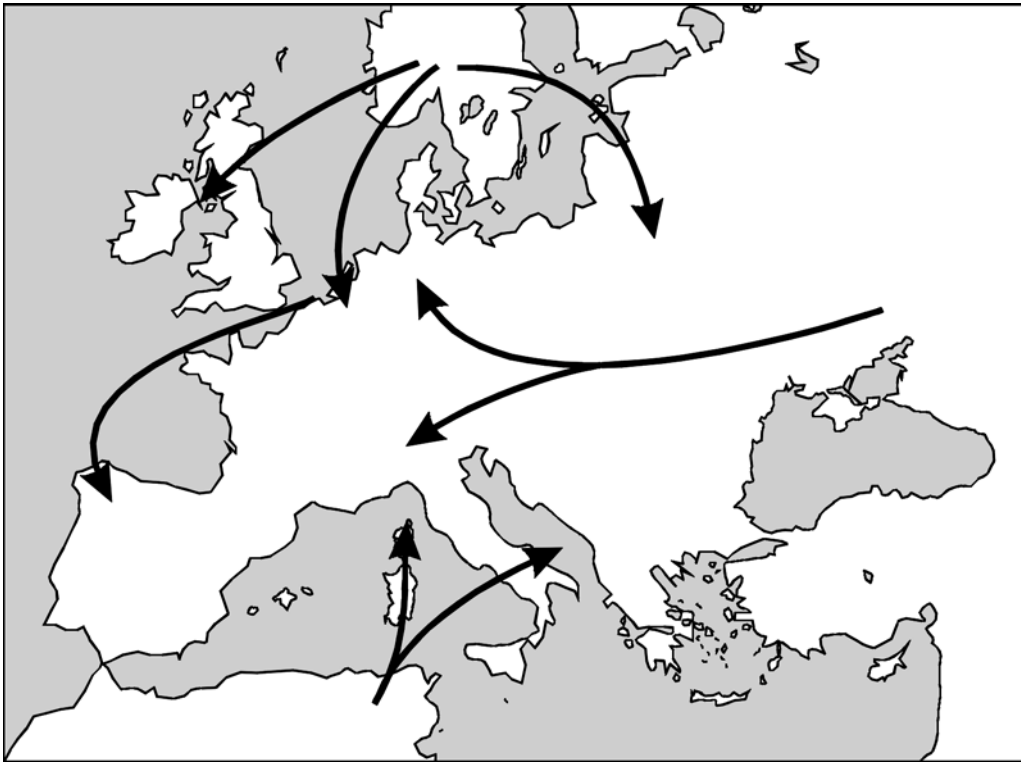
CS-TG-QR114X-01

Sample Test Questions for CSET: Social Science 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: Social Science. 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. The efforts of archaeologists to advance understanding of prehistory are based mainly on which of the following assumptions about ancient peoples and cultures?
 - A. Humans share a common ancestry with other primates.
 - B. Language enables people to transmit culture from generation to generation.
 - C. Material remains reflect important aspects of human behavior.
 - D. Most people rely on myth and legend to answer questions about themselves.
2. Which of the following best describes the main function of monumental architecture in early Mesopotamia and ancient coastal Peru?
 - A. to serve as fortresses for the protection of frontier areas
 - B. to provide a site for the performance of religious rituals
 - C. to serve as a place of assembly for major civic functions
 - D. to provide for the storage of grain and other foods
3. The main source of wealth and power among the empires of West Africa between A.D. 400 and 1500 was control of:
 - A. the trans-Saharan salt and gold trade.
 - B. major coastal ports.
 - C. regional building materials and energy sources.
 - D. major ceremonial centers.

4. Use the map below of Europe between the ninth and eleventh centuries to answer the question that follows.



The arrows on the map best illustrate:

- A. major paths of population migration.
- B. major trade and travel routes.
- C. major paths of religious pilgrimage.
- D. major routes of military invasion.

5. Which of the following was the most frequent source of conflict between church and state in Europe throughout the Middle Ages?
- A. the doctrine of divine right monarchy
 - B. church ownership of large estates
 - C. the sale of indulgences by the church
 - D. the doctrine of papal supremacy
6. Which of the following breakthroughs of the Scientific Revolution of the sixteenth and seventeenth centuries presented a major challenge to traditional religious conceptions in Europe?
- A. the creation of instruments capable of viewing microscopic animals
 - B. the discovery that the earth and the other planets revolved around the sun
 - C. the formulation of an explanation for the workings of the human heart
 - D. the development of a system for classifying plants and animals
7. The Latin American revolutionaries of the early nineteenth century drew intellectual inspiration from the:
- A. political ideals of the Enlightenment.
 - B. collectivist traditions of European social revolutionaries.
 - C. economic theories of mercantilism.
 - D. millennialist beliefs of early modern religious radicals.
8. Which of the following best describes an important consequence of western European industrialization during the first half of the nineteenth century?
- A. a contraction of the range of jobs open to women wage earners
 - B. a decline in the average number of children in working-class families
 - C. a division for families between home life and work life
 - D. a decline in the number of children working outside the household

9. Which of the following played a major role in the spread of both communist and fascist ideologies in Europe between World War I and World War II?
- A. the territorial provisions of the Treaty of Versailles
 - B. the growth of capitalism in many parts of the continent
 - C. the military policies of the League of Nations
 - D. the economic devastation caused by the Great Depression
10. Which of the following had the greatest influence on the outcome of World War II in Europe?
- A. the productive capacity of U.S. factories
 - B. the military experience of Allied general officers
 - C. the economic resources of the British Empire
 - D. the strategic errors of the German high command
11. Which of the following most influenced nation-building efforts on the Indian subcontinent during the decade after the establishment of Indian independence in 1947?
- A. religious differences between Hindus and Muslims
 - B. U.S.-Soviet competition in the region
 - C. shortages of raw materials needed for industrial development
 - D. policies of the United Nations in the region

12. Which of the following most influenced the emergence of a global economy during the final quarter of the twentieth century?
- A. changing patterns of international population movement
 - B. advances in information technology
 - C. changes in the international distribution of income
 - D. increases in worker productivity
13. Which of the following mapmaking problems best explains why it is impossible to accurately portray the earth on a map?
- A. the problem of choosing the map projection most appropriate to the needs of the map
 - B. the problem of depicting sufficient detail within the limited confines of a map
 - C. the problem of identifying the best map scale for displaying data accurately
 - D. the problem of correctly representing the earth's curved surface on a flat piece of paper

14. Which line in the table below best matches a world climate region with a description of common characteristics of that region?

Line	Climate Region	Characteristics
1	Mediterranean	strongly acidic soils and sandy, barren land surfaces
2	steppe	semiarid conditions and short grass vegetation
3	tropical savanna	high humidity and heavy rainfall throughout the year
4	tundra	moderate summers and periodic winter cold waves

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4
15. In which of the following ways did urbanization in twentieth-century Latin America differ most from the earlier experience of Western Europe?
- A. There were concerted efforts to coordinate development between urban and rural areas in Latin America.
- B. Demographic growth preceded economic development in many Latin American cities.
- C. Transportation and economic links quickly developed between national metropolises and regional cities in Latin America.
- D. There were clear functional differences among major cities in most Latin American countries.

16. **Complete the exercise that follows.**

Confucianism and Taoism are the two main philosophical influences on the development of Chinese thought and civilization.

Using your knowledge of world history:

- discuss a shared feature of Taoism and Confucianism; and
- analyze a major difference between the two philosophical traditions.

17. Read the two passages below; then complete the exercise that follows.

French Declaration of the Rights of Man and Citizen (1789)

- Men are born and remain free and equal in rights. Social distinctions may be based only on common utility.
- Liberty consists in the ability to do whatever does not harm another; hence the exercise of the natural rights of each man has no limits except those which assure to other members of society the enjoyment of the same rights. These limits can only be determined by law.
- Law is the expression of the general will. All citizens have the right to take part, in person or by their representatives, in its formation. It must be the same for all whether it protects or penalizes. All citizens being equal in its eyes are equally admissible to all public dignities, offices and employments, according to their capacity, and with no other distinction than that of their virtues and talents.

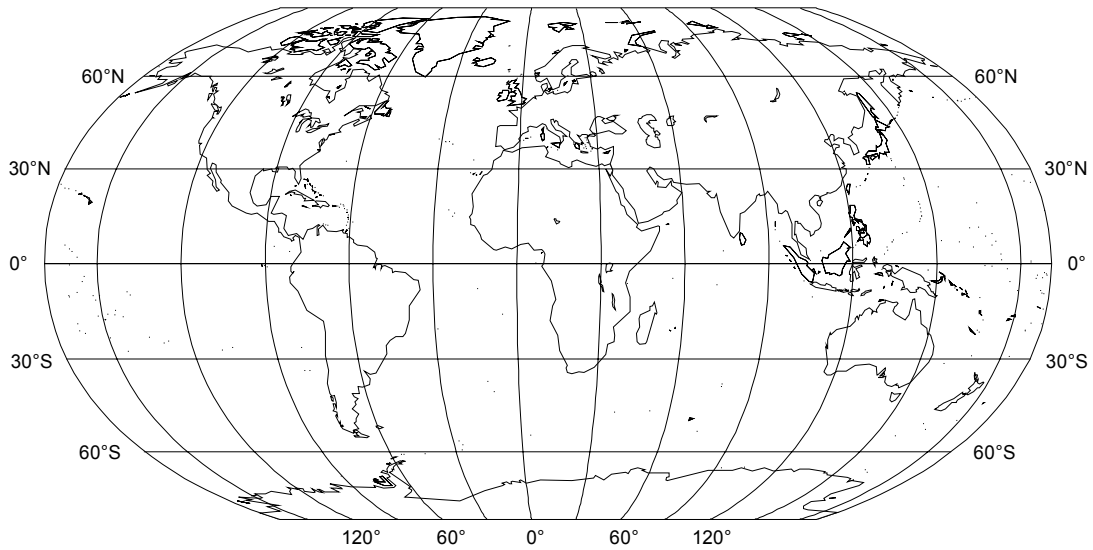
Prussian General Code (1791)

- The rights of a man arise from his birth, from his estate, and from actions and arrangements with which the laws have associated a certain determinate effect.
- Persons to whom, by their birth, destination or principal occupation, equal rights are ascribed in civil society, make up together an *estate* of the state.
- The nobility, as the first estate in the state, most especially bears the obligation, by its distinctive destination, to maintain the defense of the state. . . .
- Only the nobleman has the right to possess noble property.
- Persons of the burgher [middle-class] estate cannot own noble property except by permission of the sovereign.
- Noblemen shall normally engage in no burgher livelihood or occupation.

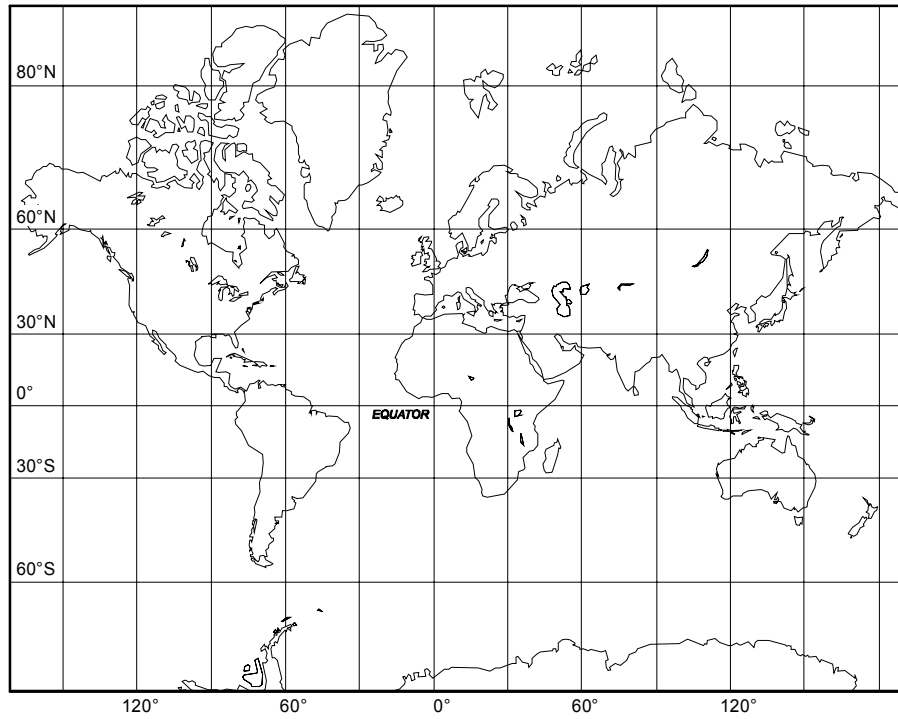
Using the information presented in the two passages and your knowledge of world history, analyze the historical factors and events that shaped the development of the views expressed in the passages above.

18. Use the map projections below to complete the exercise that follows.

Projection A



Projection B



Using your knowledge of geography, compare the advantages and disadvantages of each of the map projections shown above, including the geographic tasks for which each is best suited.

Acknowledgments

Question Number

17. The Declaration of the Rights of Man and Citizen (1789). Palmer, R. R. (Trans.). *The Age of Democratic Revolution*. Copyright © 1959 by Princeton University Press. Renewed 1987. Reprinted by permission of Princeton University Press.

Prussian General Code (1791). Palmer, R. R. (Trans.). *The Age of Democratic Revolution*. Copyright © 1959 by Princeton University Press. Renewed 1987. Reprinted by permission of Princeton University Press.

CONTINUE YOUR RESPONSE HERE

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

World History

1. **Correct Response: C.** (SMR Code: 1.1) Archaeology is a branch of anthropology that attempts to explain human behavior through the study of artifacts such as tools, weapons, pottery, ruins of buildings and other structures, villages/cities, and jewelry. Anthropologists believe that analysis of an ancient culture's material products often reveals as much about the culture's society, economy, and religion as it does about the culture's art and technology.
2. **Correct Response: B.** (SMR Code: 1.1) Most monumental buildings in early Mesopotamia were temples and shrines for the worship of regional gods. The monumental architecture of ancient coastal Peru served a similar function: to enable Andean peoples to worship their gods in impressive structures that clearly testified to their reverence and that regional deities were likely to find pleasing.
3. **Correct Response: A.** (SMR Code: 1.2) A major source of wealth and power in West Africa between A.D. 400 and 1500 was the trans-Saharan salt and gold trade that linked Africa with Europe and the Middle East. Control of major trade routes provided West African empires with a steady source of tribute in taxes and goods from smaller states.
4. **Correct Response: D.** (SMR Code: 1.2) The sets of arrows on the map represent major invasion routes of the period. The northern set illustrates routes taken by Viking invaders; the eastern set illustrates the main route taken by Magyar invaders; and the southern set illustrates a major route taken by Islamic invaders.
5. **Correct Response: D.** (SMR Code: 1.2) The doctrine of papal supremacy not only gave the pope unassailable authority in matters of church doctrine but became the basis for major secular claims. Papal assertion of these latter claims often led to conflict between popes and secular rulers. This was particularly so during the pontificates of strong popes such as Gregory VII (1073–1085), who believed that temporal authority should be subordinate to spiritual power.
6. **Correct Response: B.** (SMR Code: 1.2) The medieval view that the sun and planets revolved around the earth supported the Christian belief that God had created the universe for the special benefit of human beings. When Copernicus proposed a sun-centered universe, religious authorities banned the teaching of the new theory because it undermined the traditional view that heavenly bodies, such as the sun, moon, and other planets, revolved around the earth.
7. **Correct Response: A.** (SMR Code: 1.3) Many prominent Latin American revolutionaries were familiar with major expressions of European political thought. Enlightenment ideals of natural rights, separation of church and state, and freedom of thought had a strong influence on their intellectual development and the movements they led for independence from Spain and Portugal.
8. **Correct Response: C.** (SMR Code: 1.3) In western Europe before the nineteenth century, manufacturing as well as farming took place largely in household units where father, mother, and children worked together as a family unit. With the spread of the factory system, work was done outside of the home and members of the same family did not work together. As a result, families in industrial centers experienced a division between home life and work life that had never before existed.

9. **Correct Response: D.** (SMR Code: 1.3) The economic devastation caused by the Great Depression created fertile ground for the spread of communism and fascism in Europe by discrediting democratic governments that for a time seemed unable to cope with the mounting economic distress. Exploitation of this discontent played a particularly important role in Hitler's rise to power in Germany.
10. **Correct Response: A.** (SMR Code: 1.3) Regardless of what happened on the battlefield, it was clear by 1942 that the Axis powers in Europe had lost the war of production. The \$37.5 billion of war materiel produced by U.S. factories in that year was nearly triple the output of German manufacturers. In later years, conditions only worsened for Germany, as Axis production declined and U.S. output increased by leaps and bounds.
11. **Correct Response: A.** (SMR Code: 1.3) In 1947, leaders of the Indian independence movement and the British Parliament abandoned plans for creating a united India because of mounting conflict between Hindus and Muslims. Instead, they agreed to a plan that divided the Indian subcontinent into two nations: Hindu India and Muslim Pakistan. Since that time, religious difference between Hindus and Muslims have continued to influence nation-building efforts in the region.
12. **Correct Response: B.** (SMR Code: 1.3) Advances in information technology have produced a degree of global interdependence that was unimaginable a mere century ago. Most parts of the world have experienced the impact of the computer revolution, which contributed to the development of a global economy by reducing the effect of distance and time on international economic transactions.

World Geography

13. **Correct Response: D.** (SMR Code: 6.1) Because maps are flat and the earth is a sphere, it is impossible to reproduce the earth's features on a map without some measure of distortion.
14. **Correct Response: B.** (SMR Code: 6.2) Steppe climates, such as the Eurasian steppe and the Pampas of Argentina, are located on the periphery of deserts. Their distinguishing characteristics include semiarid conditions, annual precipitation levels similar to the closest humid climate, short grass vegetation, and fertile brown or black soils.
15. **Correct Response: B.** (SMR Code: 6.3) Although urbanization produced numerous social problems in nineteenth-century Europe, industrialization provided ample employment opportunities for urban residents. This was not the case in most parts of twentieth-century Latin America, where urban population growth outpaced job creation, making paid work difficult to find for many rural migrants.

Examples of Responses to Sample Constructed-Response Questions for CSET: Social Science Subtest I

World History (Short [Focused]-Response Question)

Question #16 (Score Point 3 Response)

Confucianism and Taoism are both ancient Chinese philosophies. Taoism is a more mystical philosophy, emphasizing an individual's quest for harmony with the natural world and a peaceful acceptance of the world and oneself. It is not really concerned with social institutions but more with relinquishing concern with them, especially concerns with power, in favor of a purity of heart that makes one's actions one with the Tao. Confucianism on the other hand is about the social world and its traditions, such as respect for elders and ancestors. Its laws and rules, which permeate every social interaction, are seen as essential to social harmony. This worldliness is very unlike Taoism. But ultimately the sense of harmony is the goal of both philosophies. One is more worldly, one is more mystical, but they are more like aspects of a single understanding than like opposing viewpoints.

Question #16 (Score Point 2 Response)

Taoism and Confucianism are both ancient Chinese philosophies. They were both developed to bring order to troubled times during the rule of the Emperors. So, they both stressed harmony. However, each taught that it could be reached through different methods. Taoists were supposed to find harmony in nature and themselves, while Confucianists were supposed to find it by following rules at home and at school. They were supposed to obey parents, teachers, older people and the Emperor. This would bring order and harmony to the world. This was needed because times were troubled and confused and so rules and proper behavior were needed.

Question #16 (Score Point 1 Response)

Confucianism and Taoism are both Chinese religions. They are both very old. They have both influenced Buddhism and the course of history. Confucianism is more old-fashioned but Taoism is still very popular. Confucianism teaches you to obey orders while Taoism teaches you to look out for yourself.

World History (Extended-Response Question)

Question #17 (Score Point 4 Response)

The government of France prior to the Revolution was autocratic and based on the theory of the divine right of kings. This system crushed the masses of the people under an economic weight of endless wars and governmental excesses coupled with political inequality. Opposition to this theory of the monarchy and the prevailing system came from a group of intellectuals in the Enlightenment. Locke, Rousseau, and Montesquieu believed that people had basic rights upon which government should be based. The example of the American Revolution and the ideas of Americans such as Thomas Paine were also influential. It took the violence of the Revolution to loosen the grip of the old system and allow the thoughts of the Enlightenment to shape a new code. The Declaration reflects the desire to radically change the system of government and in so doing recognize the rights of the average citizen.

The Prussian General Code, drawn up at approximately the same time, was in fact a statement of support for the type of government that had existed in France prior to the Revolution. Its aim was to preserve the existing social order, in which people were born to particular estates with particular roles in the hierarchy. These roles were not to be blurred, as for instance by the participation of any nobleman in commercial activity. The nobility were the first estate because of their obligation to maintain the defense of the state. Their land-owning privileges were their reward.

continued on next page

Question #17 (Score Point 4 Response) *continued*

This code was in part drawn up in fear that the new French ideas might spread to Prussia. But it was also intended to preserve Prussian power in the wake of the Thirty Years' War, and the Peace of Westphalia that had weakened Germany, by guaranteeing the privileges and loyalty of the nobility who were essential to the country's military strength.

Question #17 (Score Point 3 Response)

The government in France before the French Revolution (1789) was controlled by an absolute monarch who strengthened his power by employing the divine right theory. Members of the First and Second Estate held many special privileges such as being exempt from taxes. Everyone else in French society made up the unprivileged class of the Third Estate.

By 1789, French kings had bankrupted the government through extravagant living and expensive wars. The members of the Third Estate had had enough. They declared themselves to be the National Assembly, which issued the French Declaration of the Rights of Man and Citizen, proclaiming that all French men were "born free and equal" and abolishing the privileges of the nobles. The Declaration announced that government rested on the consent ("general will") of the people, not on the divine right of the King. This French Declaration was also prompted by the Enlightenment writers who stirred up the people to obtain their rights. Many of their ideas and the desires of the French for change can be seen in this document.

The Prussian General Code could not have been more different. It affirmed the nobles' military power, land ownership and elite social position, which was theirs by virtue of their noble birth. In return, the nobility gave continued support and loyalty to the monarch. The middle class was expressly forbidden to own noble property, while the nobility was expressly forbidden to go into business. This described a static, hierarchical society. It protected the safety of the status quo.

Question #17 (Score Point 2 Response)

Before the French Revolution the people of France were very unhappy because they were ruled by a powerful monarch that gave them no rights. The nobles, who were friends of the king, had all of the privileges and the common people had none. Even though they had no rights, the commoners had to pay all of the taxes, despite the fact that they had no money to pay them. Their families were starving and they couldn't feed them because all of their money had to go for paying taxes instead of for food. And, they had no say in this matter. Finally, right before the French Revolution, the people revolted because they had had enough. Before they did, they decreed the French Declaration of the Rights of Man and Citizen, which proclaimed that everyone should have freedom and equal rights. They believed that everyone should pay taxes.

Before the Prussian General Code was written, the nobles in Prussia had all the power in the country and the common people had none--just like in France. But, the goal of the Prussian Code, which was written by the government, was to keep it that way; the nobles liked this arrangement. They didn't want things to change as they had in France because they didn't want to lose power. So they supported the Prussian General Code that declared they would keep their rights and special privileges and not share them with the common people. Nothing was going to change.

Question #17 (Score Point 1 Response)

The views expressed in the French Declaration of the Rights of Man and Citizen are largely the ideas that come from the Enlighten thinkers. These thinkers produced writings that addressed the natural rights of man. With this foundation, i.e., there are certain rights accessible to all men, it was further believed that all members of the society should enjoy those rights. The French Revolution of 1789 provided an opportunity to put these principles into practice.

The views expressed in the Prussian General Code illustrate Europe's feudal past. A person's place in society was determined by his birth. This is how the nobles claimed their special position. The nobles had special privileges that set them apart from other Prussians. The nobles controlled the military and received special treatment from the Prussian monarch. As a result the nobles were the most powerful group in Prussia.

World Geography

Question #18 (Score Point 3 Response)

All maps are efforts to represent the spherical surface of the earth on a flat plane. It isn't possible to do this with complete accuracy, so there are always distortions of some kind. In these two examples, Projection A limits distortion of the size of land masses by keeping the longitude lines curved, as they are on the globe. There is some distortion to the shapes of continents, however. The longitude lines don't converge at 0 degrees at the poles, so land shapes approaching the poles are flattened and spread out. Land nearest the poles is not very populous or much visited, however, so this is generally a good map for depicting the size of continents and their geographical relationships.

Projection B is the familiar Mercator projection, which keeps the meridians vertical, more drastically spreading the image near the poles. Greenland, for instance, is huge, whereas in reality it should be about the size of the Arabian peninsula. But the shapes of land-masses themselves are accurate, as are their relationships in terms of direction. For this reason the Mercator projection is still used for navigation.

Question #18 (Score Point 2 Response)

Maps are flat surfaces that are used to show the exact sizes, shapes and locations of land and water areas. Maps of small areas of the globe can be drawn quite accurately, but maps of large areas like the world can't be. Maps of the whole earth are always distorted in some way, so they can't be accurate. That's because the earth is round or a sphere and can't be put on a flat surface without changing the size of its landmasses. The shapes and locations of land and water forms are also distorted.

There are many different kinds of map projections, but they all have to distort the features on them in some way. Each map projection has its disadvantages. For example, Projection A distorts the shapes of the continents. They do not look like they really do because their shapes are different on the map than in real life. Projection B is bad because it greatly distorts the size of land areas near the North and South Poles. Look on the map at how large Greenland is as compared to Africa. It's twice as big as Africa on Projection B, when in reality; Africa is much bigger than Greenland. So, people get the wrong impression of Greenland. That's because a disadvantage of maps is that they distort things by trying to put a sphere on a flat surface that can hang on a wall or be put in a book. Projection A is good because it doesn't distort the size of the continents badly. And, a good point of Projection B is that it does a good job showing accurate shapes of the continents.

Question #18 (Score Point 1 Response)

Projection B is less accurate because it makes the earth appear flat which it is not. Projection A is more like a globe. The shapes of the continents is more accurate on projection A because they are smaller. Both these projections assume that north must be up, even though in space there is no up and down. America could be upside down and this would be just as accurate.

Scoring Information for CSET: Social Science 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.

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

Because the constructed-response questions on CSET: Social Science Subtest I 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 page 27). Each response will be assigned a score based on an approved scoring scale (see pages 27–28).

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 and Scoring Scales for CSET: Social Science Subtest I

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: Social Science Subtest I.

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.

Scoring Scale. Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: Social Science 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 subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
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>

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: Social Science Subtest I.

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.

Scoring Scale. Scores will be assigned to each response to the extended-response constructed-response question on CSET: Social Science Subtest I 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 subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial and accurate application of relevant subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects a comprehensive understanding of the assignment.
3	<p>The "3" response reflects a general command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequate understanding of the assignment.
2	<p>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is limited accurate application of relevant subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited understanding of the assignment.
1	<p>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no accurate application of relevant subject matter knowledge. • The supporting evidence is weak; there are no or few relevant examples. • The response reflects little or no understanding of the assignment.
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, 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>