



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## SOCIAL SCIENCE SUBTEST II

### Sample Questions and Responses and Scoring Information

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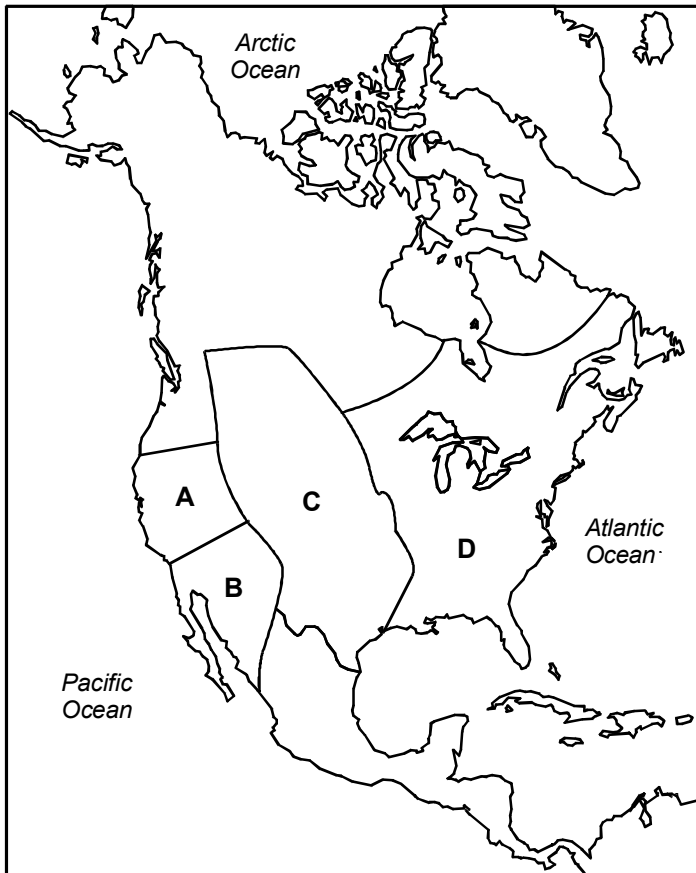
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CS-TG-QRI15X-01

## Sample Test Questions for CSET: Social Science 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: 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. Use the map below to answer the question that follows.



In which of the lettered regions did American Indians of the sixteenth century organize significant political confederacies?

- A. Region A
- B. Region B
- C. Region C
- D. Region D

2. During the debates over the ratification of the U.S. Constitution, a major difference between Federalists and Antifederalists was that the Antifederalists were more likely to emphasize the need for:
- A. guaranteeing the government the power to establish and maintain a strong national defense.
  - B. guarding individual rights against potential abuses of governmental authority.
  - C. providing government the authority to support and regulate the national economy.
  - D. protecting the rights of states to enter into trade agreements with foreign countries.
3. Which of the following is the best example of an application of the doctrine of Manifest Destiny?
- A. the expulsion of American Indians from the southeastern states during the 1820s
  - B. the settlement of Utah by Mormon migrants from the East during the 1840s
  - C. the acquisition of California in the Mexican-American War of the 1840s
  - D. the creation of the territories of Kansas and Nebraska during the 1850s
4. Which of the following best describes the significance of a major military turning point of the Civil War?
- A. The Union defeat at Fredericksburg led Abraham Lincoln to issue the Emancipation Proclamation.
  - B. The Union victory at Gettysburg destroyed Democratic hopes of defeating Lincoln in 1864.
  - C. Confederate losses in the Battle of Antietam forced Southern commanders to adopt a defensive strategy for the remainder of the war.
  - D. The Battle of Vicksburg consolidated Union control of the Mississippi River and divided the Confederacy in two.
5. Which of the following best describes a major physical feature of urban centers in the United States during the last quarter of the nineteenth century?
- A. Factories were often constructed around the periphery of cities to facilitate the transport of goods.
  - B. The extension of mass transit systems enabled many urban dwellers to move to new suburbs.
  - C. In most urban neighborhoods, different social groups lived in close proximity to each other.
  - D. Innovations in tenement construction substantially reduced overcrowding in inner-city neighborhoods.

6. Which of the following most influenced the northward migration of African Americans during the early twentieth century?
- A. an overproduction crisis in the southern textile industry
  - B. the extension of the southern railroad network
  - C. the job opportunities provided by mobilization for World War I
  - D. the social reforms enacted by northern progressives
7. Which of the following most influenced public sentiment toward passage of the woman suffrage amendment to the U.S. Constitution in 1919?
- A. the intellectual achievements of women in literature and the arts
  - B. the organizational work of women in the Progressive movement
  - C. the reform activities of women in the settlement house movement
  - D. the economic power of women in war industries
8. Which of the following was most responsible for the economic and environmental disaster that struck the southern Great Plains during the 1930s?
- A. the removal of the natural grass cover through plowing and cultivation
  - B. an increase in population that outstripped the region's natural supplies of water
  - C. widespread tenant farming and a resulting lack of long-term farm investment
  - D. the imposition of federal regulations on agricultural production and commodity prices
9. A major difference between the foreign policies of Franklin D. Roosevelt and Harry S. Truman was that Truman:
- A. placed greater emphasis on collective security.
  - B. was more concerned with advancing U.S. economic interests around the globe.
  - C. adopted a more aggressive stance toward the Soviet Union.
  - D. was more concerned about promoting decolonization in Asia and Africa.

10. In which of the following ways has Asian immigration to the United States since 1960 differed most from earlier periods of Asian immigration?
- A. Asian immigrants who arrived after 1960 were more likely to settle on the West Coast.
  - B. Chain migration has played a larger role in immigration from Asia since 1960 than it did in earlier periods.
  - C. Asian immigrants who arrived after 1960 were more likely to settle in small towns and rural areas.
  - D. Immigration from Asia since 1960 has been from a wider range of countries than it was in earlier periods.
11. Which of the following best describes the main purpose of the War Powers Act of 1973?
- A. to define the responsibilities of the Department of Defense
  - B. to reaffirm Congress's power to appropriate funds for national defense
  - C. to ensure that the military is subject to civilian control
  - D. to restrain the president's ability to deploy forces outside the United States
12. Since its inception in 1969 as the political voice of young Mexican Americans, La Raza Unida has focused most consistently on:
- A. establishing educational institutions to promote the assimilation of Mexican Americans.
  - B. cultivating ties with the Democratic party to increase the number of Mexican American elected officials.
  - C. working together with business associations to create jobs for Mexican Americans.
  - D. organizing Mexican Americans to promote community development and preserve cultural traditions.
13. Which of the following types of state-by-state thematic maps would best illustrate one way in which the Pacific Coast region *differs* from other regions of the United States?
- A. rates of literacy
  - B. proportion of manufacturing jobs to service jobs
  - C. population growth rates
  - D. proportion of women in the work force

14. The ongoing conversion of prime farmland to nonagricultural use in California has largely been a consequence of which of the following political or economic forces?
- A. falling commodity prices and increased industrial zoning
  - B. rising real estate values and local property taxes
  - C. growing needs for public roads and low-income housing
  - D. falling prime lending rates and declining inflation
15. Which of the following statements best explains why dairy farming is a major type of agriculture in New England, New York, and the upper Great Lakes states, while cotton farming is an important agricultural activity across the South?
- A. Because the South industrialized later than the North did, the southern economy remained more dependent on the large-scale production of commercial crops.
  - B. The warm climate of the South provides the lengthy growing season that cotton requires, while dairy farming is well suited to areas that have a cool climate with adequate rainfall.
  - C. The different agricultural traditions that early settlers brought to these regions predisposed farmers to engage in different types of farming.
  - D. The soil of the Atlantic and Gulf coastal plains of the South is sand, silt, and clay, while the soil in the northeast and north central lowlands contains glacial deposits.

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

During the 1950s, African-American demands for full citizenship rights gave rise to a movement that would transform U.S. society.

Using your knowledge of U.S. history, discuss why the civil rights movement that emerged during the 1950s proved more successful than earlier efforts to establish racial equality in the United States.

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

**Alexander Hamilton: The Report on Manufactures (December 5, 1791)**

The expediency of encouraging manufactures in the United States . . . appears at this time to be pretty generally admitted. . . .

Not only wealth; but the independence and security of a country, appear to be materially connected with the prosperity of manufactures. Every nation, with a view to those great objects, ought to endeavor to possess within itself all the essentials of national supply. These comprise the means of subsistence, habitation, clothing, and defense. . . .

A full view having now been taken of the inducements to the promotion of manufactures in the United States, . . . it is proper . . . to consider the means by which it may be effected. . . .

In countries where there is great private wealth, much may be effected by the voluntary contributions of patriotic individuals; but in a community situated like that of the United States, the public purse must apply the deficiency of private resource. In what can it be so useful, as in prompting and improving the efforts of industry?

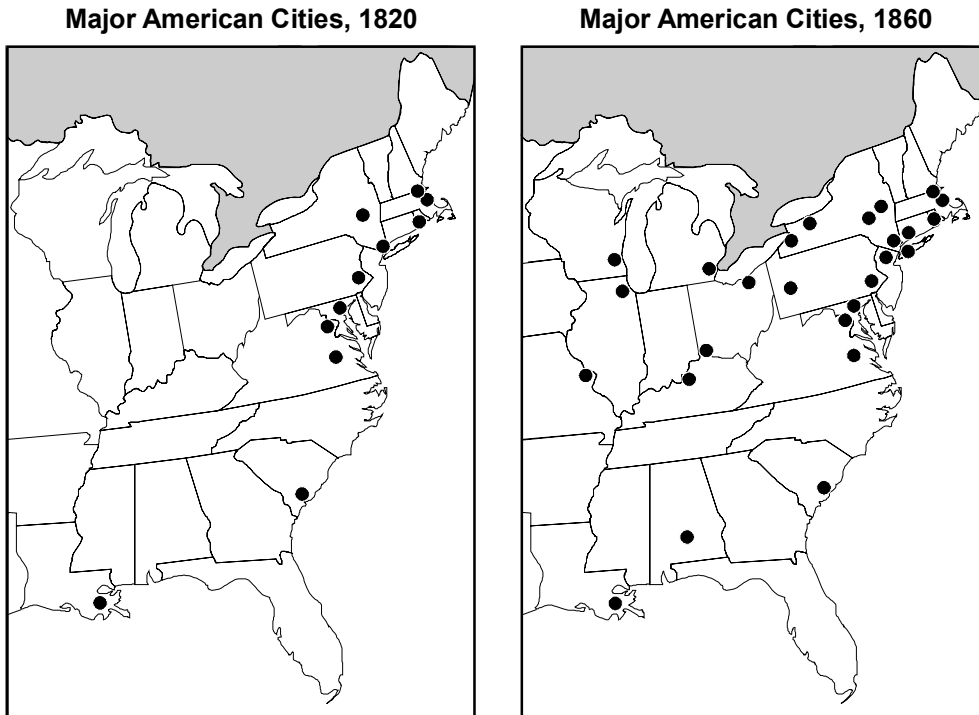
**Thomas Jefferson: Notes on the State of Virginia (1784)**

Those who labour in the earth are the chosen people of God, if ever he had a chosen people, whose breasts he has made his peculiar deposit for substantial and genuine virtue. . . . Corruption of morals in the mass of cultivators is a phenomenon of which no age nor nation has furnished an example. It is the mark set on those, who not looking up to heaven, to their own soil and industry, as does the husbandman, for their subsistence, depend for it [instead] on the casualties and caprice of customers. Dependence begets subservience and venality, suffocates the germ of virtue, and prepares fit tools for the designs of ambition. . . . [G]enerally speaking, the proportion which the aggregate of the other classes of citizens bears in any state to that of its husbandmen, is the proportion of its unsound to its unhealthy parts, and is a good-enough barometer whereby to measure its degree of corruption. While we have land to labour then, let us never wish to see our citizens occupied at a work-bench, or twirling a distaff.

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Using the information presented in the two passages and your knowledge of U.S. history, analyze the influence of the views expressed in the passages above on the development of political parties in the United States.

18. Use the maps below, which show the major cities in the eastern half of the United States in 1820 and 1860, to complete the exercise that follows.



Using your knowledge of geography, identify and discuss two conclusions that can be drawn from the information presented in the maps about the growth of the United States between 1820 and 1860.

## Acknowledgments


**Question  
Number**

17. Alexander Hamilton. (1791). The Report on Manufactures. As appears in Irwin Unger and Robert R. Tomes (Eds.), (1999) *American Issues: A Primary Source Reader in United States History* (Volume I, Second Edition) (pp. 134–136). Upper Saddle River, NJ: Prentice Hall.

Thomas Jefferson. (1784). Notes on the State of Virginia. As appears in Irwin Unger and Robert R. Tomes (Eds.), (1999) *American Issues: A Primary Source Reader in United States History* (Volume I, Second Edition) (p. 137). Upper Saddle River, NJ: Prentice Hall.

# Sample Written Response Sheets for CSET: Social Science Subtest II

For questions 16 and 18, examinees would record their written response to each question on a one-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below.

<b>Seat 00703</b> Site 436B ATA 007 PM Form # 114 CS 07/17/2004	ID# : 4-051-195-0 DO NOT WRITE IN THIS BOX 	<b>Assignment</b> <b>2</b> <b>Response Sheet</b>
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**DIRECTIONS**  
The directions and assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page(s) of this response sheet are the only page(s) that will be scored for this assignment. RESPONSES WRITTEN IN THE TEST BOOKLET OR ANYWHERE ELSE IN THIS DOCUMENT WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.

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STOP. END OF ASSIGNMENT 2.





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E PAGE 4

STOP. END OF ASSIGNMENT 1.

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

## U.S. History

1. **Correct Response: D.** (SMR Code: 2.1) Political confederacies were a distinguishing characteristic of the societies created by American Indians of the Eastern Woodlands and Southeast during the sixteenth century. The most powerful of the Eastern Woodlands confederacies was the League of the Iroquois; in the Southeast, the most important confederacies were those formed by the Creek and the Choctaw.
2. **Correct Response: B.** (SMR Code: 2.2) Governmental tyranny was a major concern of Antifederalists. In addition to being staunch advocates of local self-rule, they strongly supported measures to protect individual liberties. One of their main criticisms of the U.S. Constitution as it was originally drafted was its failure to include a Bill of Rights.
3. **Correct Response: C.** (SMR Code: 2.3) The doctrine of Manifest Destiny was based on the belief that the United States had a providential mission to democratize the Western Hemisphere through territorial expansion. Proponents of the doctrine thus viewed the acquisition of California from Mexico in the 1840s as an important step in the realization of their aims.
4. **Correct Response: D.** (SMR Code: 2.4) General Grant's defeat of Confederate forces at Vicksburg in July 1863 enabled the Union to establish control of the Mississippi River, separating the southwestern states Louisiana, Texas, and Arkansas from the eastern states of the Confederacy.
5. **Correct Response: B.** (SMR Code: 2.5) In many U.S. cities, the mechanization of mass transit began during the late 1870s. The extension of these lines in subsequent decades marked the beginnings of urban sprawl, as increasing numbers of city dwellers moved to outlying suburbs.
6. **Correct Response: C.** (SMR Code: 2.6) Economic improvement was a central aim of African Americans who moved northward during the early twentieth century. The employment opportunities provided by mobilization for World War I thus spurred a major increase in African American migration to northern urban centers.
7. **Correct Response: B.** (SMR Code: 2.7) During the Progressive era, U.S. women participated in a broad range of reform movements. They made effective use of the organizational skills developed through these activities in their efforts to mobilize public support for the woman suffrage amendment.
8. **Correct Response: A.** (SMR Code: 2.8) During the 1920s, farmers on the southern Great Plains removed more than 5 million acres of the native prairie and steppe grasses that covered the region. When drought struck during the 1930s, killing the grass cover, the nutrient-rich topsoil had no protection against heavy winds. The resulting dust storms blew away as much as three to four inches of topsoil in many areas.
9. **Correct Response: C.** (SMR Code: 2.9) Although there were signs prior to his death that Roosevelt was beginning to lose patience with Stalin, he tended to be flexible in all his policies, foreign as well as domestic; he also thought that many of Stalin's demands were reasonable. By contrast, Truman had less tolerance for ambiguity and tended to view the world in black and white terms. He decided early that Soviet intentions were aggressive and determined to vigorously contain any expansion of Soviet power or influence.

10. **Correct Response: D.** (SMR Code: 2.10) Before 1960, the overwhelming majority of Asian Americans were from China, Japan, or the Philippines. Since then, there has been a substantial increase in immigration from the Indian subcontinent, Korea, the mainland countries of Southeast Asia, and other parts of Asia.
11. **Correct Response: D.** (SMR Code: 2.11) The War Powers Act of 1973 reflected congressional concern about the possible misuse of presidential authority in conducting the Vietnam War. Its main purpose was to restrict the president's power to send U.S. troops overseas without the approval of Congress.
12. **Correct Response: D.** (SMR Code: 2.12) Since its formation, La Raza Unida has worked to organize social and cultural programs designed to preserve the cultural heritage of Mexican Americans. It has also functioned as an independent community organization committed to bettering the lives of Mexican Americans.

## **U.S. Geography**

13. **Correct Response: C.** (SMR Code: 6.1) As has been the case since 1950, the population growth rate of the Pacific Coast region during the 1990s exceeded the national average. Whereas national population growth was 9.6 percent between 1990 and 1999, California registered an 11.2 percent increase, Oregon grew at a 16.7 percent rate, and Washington's population increased 18.3 percent.
14. **Correct Response: B.** (SMR Code: 6.2) Efforts to slow the pace of farmland conversion in California have been largely ineffective in the face of rising real estate values caused by the demand for new suburban subdivisions. Moreover, despite laws to tax farmland at its agricultural value, rising local property taxes have given agricultural landowners in many areas further incentive to sell out to developers.
15. **Correct Response: B.** (SMR Code: 6.3) Although scientists have recently developed cotton plants that will thrive in a relatively short growing season, most U.S. cotton production has taken place in regions such as Texas and the Southeast, where warm climates provide a lengthy growing season. Climate has also influenced the location of U.S. dairy farms. The humid, cool summers of New England, New York, and the upper Great Lakes states provide particularly favorable conditions for the cultivation of the forage crops and feed grains eaten by dairy animals.

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

### U.S. History (Short [Focused]-Response Question)

#### Question #16 (Score Point 3 Response)

The reasons for the civil rights movement achieving more success than earlier efforts lie with the actions of the government, the economic climate of the country, and new leadership within the civil rights movement.

Critically important was the Supreme Court decision in 1954, *Brown v. Board of Education*, which held that "separate but equal" was inherently unequal and therefore illegal. This made segregation in public facilities illegal.

Further, in the post-war era, the booming economy opened new employment opportunities to African Americans -- especially to Black American WWII veterans who felt entitled to equal status under the law.

And finally, the emergence of new indefatigable leaders, like Medgar Evers and Dr. King, brought more organization to civil rights efforts while television coverage of their protests, e.g., "passive resistance," revealed to the world the horrors and violence to which Black Americans were subjected.

**Question #16 (Score Point 2 Response)**

The civil rights movements of the 1950's were more successful than earlier movements in achieving racial equality in the United States for many reasons. First, the timing was good for the movement. Many African-Americans had served in World War II. After the war, many Blacks, who had fought in the armed forces, felt that if they were equal enough to whites to risk their lives that they should be equal in all other ways. They wanted and expected equality with whites in jobs and under the law. At this same time the economy was good, because war had made the businesses grow. So there were many new job openings, which provided jobs for black veterans. These new jobs helped the advancement of blacks.

Also there was a decision that declared segregation in public schools illegal because separate facilities were unequal. White schools were better than black schools. Blacks were not given equal chance for education in the past. Now they were.

At this time too, strong leaders came along to help the cause for equal rights. A leader was assassinated for trying to help his people get equal rights.

**Question #16 (Score Point 1 Response)**

The civil rights movement of the 1950s happened on TV. This would ensure that the message, the movement, and the reactions to the movement would become a part of almost every American's daily life. No one would be able to ignore or simply forget about the problem and most people, like it or not, would have an opinion and the political system would be forced to respond.

A landmark decision by the Supreme Court outlawed school segregation. Heroes like Rosa Parks refused to sit in the back of the bus. And Dr. Martin Luther King Jr. was a charismatic leader whose famous speech sent shivers up the spines of all who heard it. When he was assassinated there was widespread rioting and looting all over the country.

## U.S. History (Extended-Response Question)

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

Hamilton envisioned a society with a broad manufacturing base that would free the nation from economic dependence on other countries. This would form the basis not only of wealth but of national security and independence. As the fledgling United States did not have a large number of wealthy individuals who might underwrite the development of industry, Hamilton saw this as the proper role of federal government.

Hamilton expressed views that became important elements of the Federalist and Whig parties. These included: 1. the goal of becoming a strong economic power, to the end of national self-sufficiency; 2. the belief in the proper role of the federal government as an active force in promoting industry; and 3. the subordination, to this end, of the interests of states or individuals. Later the Whigs were subsumed in the new Republican party, which opposed the expansion of slavery. Lincoln was the first Republican elected president.

Jefferson's views on the virtues of an agrarian economy and laborers independent of industrial employment were very different, and formed the basis for the Democratic party. But the Democratic party fared poorly during the Civil War as it was the party of the South.

Over time the ideologies of both parties shifted. The Republican party became the one opposed to strong federal government and its role in economic regulation, on the theory that the economy was better off unregulated, while the Democratic party, still the more populist, saw a need for federal activism in guaranteeing the equitable distribution of rights and wealth.

**Question #17 (Score Point 3 Response)**

Alexander Hamilton and Thomas Jefferson were leaders of the newly formed nation of the United States who had different and conflicting views on the structure and role of the federal government. These ideas became the core of the ideologies of opposing political parties.

Hamilton expressed the view that the development of industry was desirable as a source of wealth and also of security. This development would require investment, and as he saw it, the federal government should supply this investment because there was no other source. His philosophy was that the federal government should use its power to develop the United States into a major self-sufficient economic power, so that it no longer was dependent on other nations. His view was that to achieve this goal the national government needed to promote industrial development, since the country was already successful agriculturally. This view later became Federalism.

Thomas Jefferson's political views were just the opposite of those of Hamilton. He did not believe in industrial development but rather an agricultural economy, because this was the most virtuous. He saw industrial laborers as dependent, and tools for exploitation. Farmers were independent. Therefore, his goal was to create a government based on the common farmer, whose integrity and self-reliance should be honored and preserved. He didn't want to see their values, independence and livelihood swallowed up by big government. This was the opposite of Federalism.

**Question #17 (Score Point 2 Response)**

Hamilton and Jefferson were both very important founding fathers of our country. They had very different ideas from one another on how our government should be set up and developed. Hamilton's aims included setting up a strong central government that would aid industry and commerce to grow. It would make laws that would help business grow and expand. This would help the United States become more wealthy and lead to a more balanced economy.

Jefferson opposed Hamilton's ideas. He didn't like his idea of having a strong central government controlling the economy. He was afraid that it would get too much power and was afraid of that. He believed that the states should have more power than the central government and that farmers were more important than businessmen and factory owners. So, he wanted the state governments to help the farmers.

The views of both of these men were organized into political parties. These parties opposed each other in elections because of different ideas. Hamilton's party was for strong central government and big business. Jefferson's party was for state's rights and farmer's rights. That's how there parties, like their views, were different.

**Question #17 (Score Point 1 Response)**

Hamilton and Jefferson had different ideas about how the country should develop. Hamilton supported business and Jefferson supported the farmers.

During the post-Revolutionary War period, when political parties began, the leaders of those parties took some of the ideas of Jefferson and Hamilton for their own and carried out these ideas when they held power.

It should be noted that the Federalists and the Republicans favored Hamilton's ideas. Jefferson's ideas were supported by the Democrats.

Eventually these ideas were changed as required because of certain events that occurred in the world. Notable among these events are the industrial revolutions and the expansion of the U.S. land holdings and area of influence.

What the generations since Hamilton and Jefferson have found is that ideas first expressed more than 200 years ago proved to be too limiting in a changing world.

## U.S. Geography

### Question #18 (Score Point 3 Response)

It is clear from these two maps that transportation by water was still the most important factor influencing the location of cities during the period 1820-1860. All the new cities are on major waterways. Only one is in the South, and all the others are in the North. It's also striking that so many new major cities should be established in a period of only 40 years, when population growth alone wouldn't account for this degree of expansion. This illustrates the wealth of the Northern states compared to the South, and its greater industrial development. It also illustrates why the railroads came to be so much better developed in the North, where destinations are more dense and numerous. These factors, the greater industrial development and the railroads, came to be important Union advantages in the Civil War.

**Question #18 (Score Point 2 Response)**

The two maps clearly show not only a growth in the American population, but a westward movement of people between 1820 and 1860. There are still many cities along the coast, but many new ones have grown up to the west along the water. This shows that boats on rivers, oceans, and lakes were still the main way to get from place to place. Boats were much better than land transportation in carrying goods and people. Another conclusion that can be seen from the maps is that in 1860 the North still had many more cities than did the South. Cities in the North were growing at a much faster rate than in the South. Look at all the new cities that grew up in the North in these 40 years.

**Question #18 (Score Point 1 Response)**

The maps shown indicate that the population of the United States increased and moved west of the Allegheny mountains between 1820 and 1860. In addition it appears that the migration was far greater in the area along and north of the Ohio river than it was in the southern states. Many of the new cities were located near water. This was because transportation by boat or barge was still the main way of getting around.

## Scoring Information for CSET: Social Science 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: Social Science 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 page 25). Each response will be assigned a score based on an approved scoring scale (see pages 25–26).

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 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: Social Science 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.

**Scoring Scale.** Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: Social Science 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 subject matter requirements for CSET: Social Science.</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 subject matter requirements for CSET: Social Science.</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 subject matter requirements for CSET: Social Science.</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, primarily in a language other than 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: Social Science 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.

## Social Science Subtest II

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

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