



California Subject Examinations for Teachers®

TEST GUIDE

PUNJABI SUBTEST III

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Punjabi Subtest III

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

Please note that at the actual test administration, you will hear rather than read the passages for the listening comprehension questions.

(The examinee will hear and read in the test booklet:)

Listen carefully to the following speech. You will hear it twice.

(The examinee will hear:)

(male): ਮੈਂ ਇਸ ਇਕੱਠ ਤੇ ਆਪ ਸਭ ਦਾ ਧੰਨਵਾਦ ਅਦਾ ਕਰਨ ਆਇਆਂ ਹਾਂ। ਇਕ ਹਫ਼ਤਾ ਹੋਇਆ ਮੈਂ ਇਸ ਸਭਾ ਨੂੰ ਖਤ ਲਿਖਿਆ ਸੀ। ਉਸ ਖਤ ਵਿਚ ਮੈਂ ਇਕ ਬੇਨਤੀ ਕੀਤੀ ਸੀ ਕਿ ਪਾਰਕ ਦੇ ਪੁਰਾਣੇ ਤੇ ਟੁੱਟੇ ਹੋਏ ਤਖਤਪੋਸ਼ਾਂ ਨੂੰ ਹਟਾ ਕੇ ਉਹਨਾਂ ਦੀ ਥਾਂ ਤੇ ਮਜ਼ਬੂਤ ਤੇ ਆਰਾਮਦਾਇਕ ਤਖਤਪੋਸ਼ ਲਗਵਾ ਦਿਤੇ ਜਾਣ। ਕਲ ਮੈਂ ਕੀ ਦੇਖਿਆ ਕਿ ਸਾਰੇ ਦੇ ਸਾਰੇ ਪਾਰਕ ਦੇ ਤਖਤਪੋਸ਼ ਹੀ ਬਦਲੇ ਹੋਏ ਸਨ। ਬੜੀ ਖੁਸ਼ੀ ਦੀ ਗੱਲ ਹੈ ਕਿ ਸਾਡੇ ਸ਼ਹਿਰ ਦੀ ਸਰਕਾਰ ਇਕ ਬੜੀ ਹੀ ਸੁਸ਼ੋਭਾ ਤੇ ਯੋਗਤਾਮਾਨ ਹੈ ਤੇ ਜਨਤਾ ਦੀ ਹਰ ਉਮੀਦ ਦੀ ਪਰਭਾਵਤ ਹੈ।

Now answer the two questions that follow.

(The examinee will read in the test booklet:)

1. Which of the following best characterizes the mood of the speaker?
 - A. remorse
 - B. humility
 - C. gratitude
 - D. skepticism

(The examinee will read in the test booklet:)

2. The speaker's motivation for addressing the committee is based on which of the following assumptions?
 - A. The benches in the park were dangerous.
 - B. The benches were replaced as a result of his letter.
 - C. The committee is reluctant to replace the benches.
 - D. The committee is reluctant to replace benches in other parks.

Read the passage below; then answer the three questions that follow.

ਵੱਡੇ ਬਜ਼ਾਰ ਤੋਂ ਕਿਤਾਬਘਰ ਜਾਣ ਵਾਸਤੇ ਤਿੰਨ ਮੀਲ ਦੱਖਣ ਵਲ ਜਾ ਕੇ ਸੜਕ ਨੰਬਰ ਨੌਂ ਤਕ ਜਾਓ । ਸੜਕ ਨੰਬਰ ਨੌਂ ਤੇ ਪਹੁੰਚ ਕੇ ਖੱਬੇ ਹੱਥ ਮੁੜੋ। ਫਿਰ ਦੋ ਮੀਲ ਜਾ ਕੇ ਆਵਾਜਾਈ ਦੀ ਬੱਤੀ ਤਕ ਪਹੁੰਚੋ । ਇਥੋਂ ਖੱਬੇ ਹੱਥ ਮੁੜਕੇ ਐਲਮ ਗਲੀ ਆਏਗੀ । ਐਲਮ ਗਲੀ ਤੇ ਤਿੰਨ ਮੀਲ ਜਾ ਕੇ ਇਕ ਹੋਰ ਆਵਾਜਾਈ ਦੀ ਬੱਤੀ ਆਵੇਗੀ। ਇਸ ਬੱਤੀ ਤੋਂ ਤੁਸੀਂ ਸਿੱਧਾ ਚਲੇ ਜਾਓ । ਦੋ ਮੀਲ ਹੋਰ ਜਾ ਕੇ ਸੜਕ ਦੇ ਸੱਜੇ ਹੱਥ ਇਕ ਨਾਟਕਘਰ ਨਜ਼ਰ ਆਏਗਾ । ਕਿਤਾਬਘਰ ਜਿਹੜੀ ਕਿ ਸਫੈਦ ਦੋ ਮੰਜਲੀ ਇਮਾਰਤ ਹੈ ਨਾਟਕਘਰ ਤੋਂ ਇਕ ਦਮ ਬਾਹਰ ਵੱਲ ਆਏਗੀ । ਗੱਡੀ ਖੜ੍ਹੀ ਕਰਣ ਦੀ ਜਗ੍ਹਾ ਪਿਛਲੇ ਪਾਸੇ ਹੈ ।

3. The driver is instructed to go straight at which of the following landmarks?
- A. theater
 - B. traffic light
 - C. library
 - D. route 9
4. How far does the driver travel before making a left turn?
- A. 3 miles
 - B. 5 miles
 - C. 7 miles
 - D. 9 miles
5. In what direction will the driver be traveling on beginning the trip to the library?
- A. north
 - B. south
 - C. east
 - D. west

(The examinee will hear and read in the test booklet:)

6. **This assignment is a listening comprehension exercise. You will hear a conversation between two speakers. After you have heard the conversation twice, you will respond in writing to the assignment that appears in your test booklet. Before you hear the conversation, you will be given 30 seconds to study the assignment. Begin studying the assignment now.**

(The examinee will read in the test booklet:)

Write a response, in either Punjabi or English, in which you:

- describe a historical event and time period that the speakers might be discussing; and
- describe the different viewpoints of the two speakers.

(The examinee will hear:)

Listen carefully to the following conversation. After you have heard it twice, respond to the assignment that appears in your test booklet.

(one male and one female speaker; male speaks first)

ਆਦਮੀ: ਪੰਜਾਬ ਵਿਚ ਜੋ ਝਗੜਾ ਫਸਾਦ ਹੋਇਆ, ਉਸ ਦੀ ਕੋਈ ਲੋੜ ਨਹੀਂ ਸੀ। ਜੇ ਸਾਡੇ ਨੇਤਾ ਬਲਵਾਨ ਅਤੇ ਸਮਝਦਾਰ ਹੁੰਦੇ, ਤਾਂ ਕੋਈ ਉਪਾਉ ਲੱਭ ਲੈਂਦੇ ॥

ਔਰਤ: ਮੈਂ ਤੁਹਾਡੀ ਇਸ ਗੱਲ ਨਾਲ ਸਹਿਮਤ ਨਹੀਂ। ਇਹ ਬਿਪਤਾ ਜ਼ਰੂਰ ਪੈਣੀ ਸੀ ਕਿਉਂਕਿ ਸਾਡੇ ਲੋਕ-ਨਿਵਾਸੀਆਂ ਦੀਆਂ ਕਈ ਕਿਸਮ ਦੀਆਂ ਸ਼ਰਤਾਂ ਅਤੇ ਮੰਗਾਂ-ਲੋੜਾਂ ਸਨ ॥

ਆਦਮੀ: ਲੱਖਾਂ ਕਰੋੜਾਂ ਲੋਕਾਂ ਨੂੰ ਉਲਟ-ਪੁਲਟ ਕਰਨ ਦੀ ਕੋਈ ਲੋੜ ਨਹੀਂ ਸੀ। ਜੇ ਸਾਡੇ ਨੇਤਾ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਤਾਂ ਸਮੱਸਿਆਵਾਂ ਦੇ ਉਪਾਉ ਲੱਭ ਲੈਂਦੇ। ਜਨਤਾ ਦੀ ਬਰਬਾਦੀ ਤਾਂ ਨਾਂ ਹੁੰਦੀ ॥

ਔਰਤ: ਸ਼ਾਇਦ ਹੋ ਸਕਦਾ ਹੈ। ਪਰ ਹੁਣ ਸਾਡੀ ਜ਼ਿੰਮੇਵਾਰੀ ਹੈ ਕਿ ਸਾਡੇ ਕੋਲੋਂ ਜੋ ਹੋ ਸਕੇ ਉਹ ਅਸੀਂ ਕਰੀਏ। ਜੇ ਪਿਛਲੀਆਂ ਗੱਲਤੀਆਂ ਹੋ ਗਈਆਂ ਹਨ ਉਹਨਾਂ ਨੂੰ ਵਾਰ ਵਾਰ ਨਾਂ ਦੁਹਰਾਇਆ ਜਾਏ ॥

7. Read the passage below; then complete the exercise that follows.

ਹਵਾਈ ਜਹਾਜ਼ ਨੂੰ ਜੋੜਨ ਵਾਸਤੇ, ਸਭ ਤੋਂ ਪਹਿਲਾਂ, ਡੱਬੇ ਵਿਚ ਦੇਖੋ ਕਿ ਸਭ ਕੁਝ ਸਮਿਲਤ ਹੈ। ਉਸ ਤੋਂ ਬਾਦ, ਜੇ ਤੁਸੀਂ ਹਵਾਈ ਜਹਾਜ਼ ਦਾ ਵੱਡਾ ਨਮੂਨਾ ਖਰੀਦਿਆ ਹੈ ਤਾਂ ਇਸ ਹਵਾਈ ਜਹਾਜ਼ ਦੇ ਢਾਂਚੇ ਨੂੰ ਪੁੱਠਾ ਕਰੋ ਅਤੇ ਪਧਰੀ ਜਗਾ ਤੇ ਰੱਖ ਕੇ, ਉਤਰਨ ਵਾਲੇ ਪੱਰੀ ਐ ਲਗਾਉ। ਜੇ ਤੁਸੀਂ ਛੋਟੇ ਨਮੂਨੇ ਦਾ ਹਵਾਈ ਜਹਾਜ਼ ਜੋੜ ਰਹੇ ਹੋ ਤਾਂ ਅਗਲੇ ਖੰਬ ਹਵਾਈ ਜਹਾਜ਼ ਦੇ ਢਾਂਚੇ ਨੂੰ ਜੋੜੋ। ਜੇ ਤੁਸੀਂ ਉਤਰਨ ਵਾਲੇ ਪਹੀਏ ਅਜੇ ਤਕ ਨਹੀਂ ਜੋੜੇ, ਤਾਂ ਹੁਣ ਉਹਨਾਂ ਪਹੀਆਂ ਨੂੰ ਵੀ ਜੋੜੋ। ਇਸ ਤੋਂ ਬਾਦ, ਪਿਛਲੇ ਖੰਬ ਢਾਂਚੇ ਨਾਲ ਜੋੜੋ। ਸਭ ਤੋਂ ਅਖੀਰ ਵਿਚ, ਹਵਾਈ ਜਹਾਜ਼ ਦੇ ਅੱਗੇ ਧੱਕਣ ਵਾਲੇ ਪੱਖੇ ਨੂੰ ਢਾਂਚੇ ਦੇ ਅਗਲੇ ਪਾਸੇ ਜੋੜੋ ॥

Write a response, in either Punjabi or English, in which you:

- list the steps in the process being described in the form of a numbered list; and
- describe how the process differs depending on the model purchased.

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

Writing in Punjabi, use the space provided to narrate an incident or event that you experienced as a student in high school or college. In your response you may include, but are not limited to, the following information.

- when the incident or event took place
- where the incident or event took place
- the circumstances in which the incident or event took place
- the outcome of the incident or event

9. Complete the exercise that follows.

Imagine that a friend from Punjab is considering enrolling in a postgraduate program at a college or university in the general area where you are currently living and has asked you to provide some information about the area in which you live. Write a letter in Punjabi to your friend responding to this request for information. In your letter you must include, but are not limited to, the following topics:

- a brief description of some important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options); and
- an analysis of the advantages and disadvantages of living and going to school in your area.

(The examinee will hear and read in the test booklet:)

10. **Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in Punjabi. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.**

(The examinee will read in the test booklet:)

Imagine that a friend from Punjab has been offered a job in a city near where you live, and asks your opinion on the pros and cons of living and working in your area. Speaking in Punjabi, discuss the advantages and disadvantages of living and working in your area. In your response you may include, but are not limited to, the following topics:

- a brief description of some of the important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options); and
- an analysis of the advantages and disadvantages of living and working in your area.

(The examinee will have two minutes to study the instructions above; then two minutes to respond on audiotape.)

(The examinee will hear and read in the test booklet:)

11. **Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in Punjabi. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.**

(The examinee will read in the test booklet:)

Imagine that you are attending a summer institute at a university in Punjab. You are asked to speak to a group of students about your previous college experiences. Speaking in Punjabi, describe a college or university you have attended. In your response you may include, but are not limited to, the following topics:

- a description of a college or university you have attended;
- an explanation of why you chose to attend that college or university;
- an analysis of what you liked and disliked about the college or university; and
- a discussion of why you would or would not recommend that school to others.

(The examinee will have two minutes to study the instructions above; then two minutes to respond on audiotape.)

CONTINUE YOUR RESPONSE HERE

DO NOT WRITE OUTSIDE THESE MARGINS

DO NOT WRITE OUTSIDE THESE MARGINS

DO NOT WRITE OUTSIDE THESE MARGINS

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STOP. END OF ASSIGNMENT 4.

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

Language and Communication: Listening Comprehension

1. **Correct Response: C.** (SMR Code: 5.2) In this passage, the speaker has asked for benches in a park to be replaced. The speaker is showing gratitude by acknowledging the responsiveness of government authorities to his request.
2. **Correct Response: B.** (SMR Code: 5.3) The speaker has previously asked for the park benches to be replaced. He has since seen that the benches were replaced. He assumes that this replacement has been made in response to his request. Nothing in the passage indicates that this is in fact the case.

Language and Communication: Reading Comprehension

3. **Correct Response: B.** (SMR Code: 6.1) The passage directs the driver to turn left on Elm Street, travel for three miles until coming to a traffic light, and then travel straight through the traffic light and continue for another two miles.
4. **Correct Response: A.** (SMR Code: 6.2) The passage directs the driver to travel three miles south to route 9 and then make a left turn.
5. **Correct Response: A.** (SMR Code: 6.3) The first line of the passage directs the driver to travel south to get to the library.

Examples of Responses to Sample Constructed-Response Questions for CSET: Punjabi Subtest III

Language and Communication: Listening Comprehension

Question #6 (Strong Response)

The speaker may be talking about the storming of the Golden Temple by Indian troops in 1984 or may be talking about the unrest following the partition of India into India and Pakistan in 1947. The male speaker is suggesting that blame and responsibility for the tragedy rests with the political leaders who failed to find a resolution for the problems leading up to the tragedy. The female speaker would like to create an awareness of social struggles and suggests that everyone shares in the responsibility for what happened and that everyone has a shared civic responsibility to deal with social issues.

Question #6 (Weak Response)

The speaker is talking about the attack by India on the Golden Temple in 1984. The male speaker blames the politicians for the attack since they ordered it. The female speaker says everyone is to blame, not just the politicians. People vote for politicians and people can affect how we all view social situations.

Language and Communication: Reading Comprehension

Question #7 (Strong Response)

Big Plane

1. Make sure all pieces are in the box.
2. Put the body upside down on a flat surface.
3. Attach the landing gear.
4. Attach the rear wing assembly.
5. Attach the propeller.

Small Plane

1. Make sure all pieces are in the box.
2. Attach the front wings to the airplane.
3. Put the body upside down on a flat surface.
4. Attach the landing gear.
5. Attach the rear wing assembly.
6. Attach the propeller.

Directions for the small plane include attaching the front wings to the airplane. This step must be done before attaching the landing gear.

Question #7 (Weak Response)

1. Attach the landing gear.
2. Attach the front wings.
3. Attach the rear wings.
4. Attach the propeller.

When building the large plane, lay the plane upside down on a flat surface before attaching the landing gear.

Language and Communication: Written Expression
(Short [Focused]-Response Question)

Question #8 (Strong Response)

ਗਰਮੀਆਂ ਦੀਆਂ ਛੱਟੀਆਂ ਖਤਮ ਹੋ ਗਈਆਂ ਹਨ। ਅਜ ਮੇਰੇ ਸਕੂਲ ਖੁੱਲ੍ਹਨ ਦਾ ਪਹਲਾ ਦਿਨ ਹੈ। ਸਭ ਵਿਦਿਆਰਥੀ ਨਵੇਂ ਕਪੜੇ ਪਾ ਕੇ, ਬੜੇ ਜੋਸ਼ਾਂ ਨਾਲ ਤਿਆਰ ਹੋ ਕੇ, ਨਵੇਂ ਬਸਤੇ ਤੇ ਕਾਪੀਆਂ ਲੈ ਕੇ ਸਕੂਲ ਪਹੁੰਚੇ। ਸਭ ਤੋਂ ਪਹਲੀ ਜਮਾਤ ਮੇਰੀ ਕੰਪਿਊਟਰ ਦੀ ਸੀ। ਜਦੋਂ ਮੈਂ ਕੰਪਿਊਟਰ ਦੀ ਜਮਾਤ ਵਿਚ ਗਿਆ ਤਾਂ ਮੇਰੀ ਖੁਸ਼ੀ ਦੀ ਹਦ ਨਾ ਰਹੀ ਕਿਉਂ ਕਿ ਮੈਨੂੰ ਕੰਪਿਊਟਰ ਸਿਖਨ ਦੀ ਬੜੀ ਹੀ ਦਿਲਚਸਪੀ ਹੈ ਤੇ ਮੈਂ ਸਾਰੀਆਂ ਗਰਮੀਆਂ ਇਸ ਕਲਾਸ ਵਿਚ ਦਾਖਲ ਹੋਣ ਦਾ ਇਤਜ਼ਾਰ ਕੀਤਾ ਹੈ। ਜਦੋਂ ਮੈਂ ਕੰਪਿਊਟਰ ਦੀ ਜਮਾਤ ਵਿਚ ਗਿਆ ਤਾਂ ਮੈਨੂੰ ਇਹ ਸੁਨ ਕੇ ਬੜੀ ਖੁਸ਼ੀ ਹੋਈ ਕਿ ਹਰ ਵਿਦਿਆਰਥੀ ਨੂੰ ਆਪਣਾ ਕੰਪਿਊਟਰ ਮਿਲੇਗਾ। ਮੈਨੂੰ ਡਰ ਸੀ ਕਿ ਕਿਤੇ ਪਿਛਲੇ ਸਾਲ ਵਾਂਗੂੰ ਮੈਨੂੰ ਕਿਸੇ ਹੋਰ ਵਿਦਿਆਰਥੀ ਨਾਲ ਕੰਪਿਊਟਰ ਰਲ ਮਿਲ ਕੇ ਨਾ ਵਰਤਨਾ ਪਏ। ਹੁਣ ਜਦੋਂ ਅਧਿਆਪਕ ਜਮਾਤ ਵਿਚ ਆਇਆ ਤਾਂ ਉਸਨੇ ਸਾਨੂੰ ਕੰਪਿਊਟਰ ਚਲਾਨ ਲਈ ਕਿਹਾ। ਅਸੀਂ ਜਿਉਂ ਕੰਪਿਊਟਰ ਚਲਾਇਆ ਤੇ ਉਹ ਇਕ ਦਮ ਬੰਦ ਹੋ ਗਿਆ। ਇਕ ਦੋ ਵਾਰ ਇਸਤਰਾਂ ਬੰਦ ਹੋ ਜਾਣ ਤੋਂ ਬਾਦ ਮੈਂ ਅਧਿਆਪਕ ਨੂੰ ਪੁਛਿਆ ਕਿ ਇਸਤਰਾਂ ਕਿਉਂ ਹੋ ਰਿਹਾ ਹੈ? ਉਸਨੇ ਕਿਹਾ ਕਿ ਮੈਂ ਚਲਾ ਕੇ ਦੇਖਦਾ ਹਾਂ। ਅਧਿਆਪਕ ਨਾਲ ਵੀ ਇਸੇ ਤਰ੍ਹਾਂ ਹੀ ਹੋਇਆ। ਅਧਿਆਪਕ ਨੇ ਫਿਰ ਤਕਨੀਕੀ ਮਾਹਰ ਨੂੰ ਬੁਲਾਇਆ। ਤਕਨੀਕੀ ਮਾਹਰ ਨੇ ਜਦ ਗੌਰ ਨਾਲ ਦੇਖਿਆ ਤਾਂ ਪਤਾ ਚਲਿਆ ਕਿ ਇਹ ਸਾਰੇ ਕੰਪਿਊਟਰ ਨਕਲੀ ਪੁਰਜ਼ਿਆਂ ਨਾਲ ਬਨੇ ਹੋਏ ਹਨ ਤੇ ਇਸ ਲਈ ਇਹ ਜਰੂਰੀ ਹੈ ਕਿ ਇਹ ਸਾਰੇ ਕੰਪਿਊਟਰ ਕੰਪਨੀ ਨੂੰ ਵਾਪਸ ਭੇਜੇ ਜਾਣ। ਜਿੰਨਾ ਚਿਰ ਨਵੇਂ ਕੰਪਿਊਟਰ ਨਹੀਂ ਆ ਜਾਂਦੇ ਸਾਨੂੰ ਪੁਰਾਨੇ ਹਿਸਾਬ ਦੇ ਨਾਲ ਹੀ ਪੜ੍ਹਾਈ ਕਰਨੀ ਪਏਗੀ। ਜਿਨ੍ਹਾਂ ਮੈਨੂੰ ਇਸ ਜਮਾਤ ਦਾ ਚਾਅ ਸੀ, ਓਹਨੀ ਹੀ ਨਿਰਾਸ਼ਗੀ ਹੋਈ ਹੈ।

Question #8 (Weak Response)

ਅਜ ਮੇਰੇ ਸਕੂਲ ਖੁਲਨ ਦਾ ਪਹਲਾ ਦਿਨ ਸੀ । ਮੈਂ ਬੜੇ ਚਾਅ ਨਾਲ ਤਿਆਰ ਹੋ ਕੇ , ਨਵਾਂ ਬਸਤਾ ਲੈ ਕੇ ਸਕੂਲ ਗਿਆ । ਦਾਖਲਾ ਭਰਨ ਤੋਂ ਬਾਦ ਪਤਾ ਲਗਾ ਕਿ ਅਸੀਂ ਸਾਰਾ ਕੰਮ ਕੰਪਿਊਟਰ ਦੇ ਜ਼ਰੀਏ ਕਰਾਂਗੇ । ਸਾਨੂੰ ਸਭ ਨੂੰ ਕੰਪਿਊਟਰ ਦਿਤੇ ਗਏ । ਜਦੋਂ ਅਸੀਂ ਕੰਪਿਊਟਰ ਵਰਤਨੇ ਸ਼ੁਰੂ ਕੀਤੇ ਤਾਂ ਉਹ ਘੜੀ ਮੁੜੀ ਬੰਦ ਹੋਈ ਜਾਨ । ਜਦੋਂ ਤਕਨੀਕੀ ਮਾਹਰ ਨੇ ਇਹਨਾਂ ਕੰਪਿਊਟਰਾਂ ਨੂੰ ਦੇਖਿਆ ਤਾਂ ਪਤਾ ਲਗਾ ਕਿ ਇਹ ਕੰਪਿਊਟਰ ਨਕਲੀ ਪੁਰਜਿਆਂ ਨਾਲ ਬਨੇ ਹੋਏ ਹਨ ਤੇ ਬੇਹਤਰ ਇਹ ਹੈ ਕਿ ਇਹ ਸਾਰੇ ਕੰਪਿਊਟਰ ਕੰਪਨੀ ਨੂੰ ਵਾਪਸ ਭੇਜੇ ਜਾਨ । ਜਿਨਾਂ ਮੈਨੂੰ ਕੰਪਿਊਟਰ ਵਰਤਨ ਦਾ ਸ਼ੌਂਕ ਸੀ ਓਹਨੀ ਹੀ ਹੁਣ ਨਿਰਾਸ਼ਗੀ ਹੋਈ ।

**Language and Communication: Written Expression
(Extended-Response Question)**

Question #9 (Strong Response)

ਸ਼੍ਰੀ ਮਾਨ ਜੀ

ਮੈਨੂੰ ਇਹ ਸੁਨਕੇ ਬਹੁਤ ਖੁਸ਼ੀ ਹੋਈ ਹੈ ਕਿ ਤੁਸੀਂ ਅਮਰੀਕਾ ਦੀ ਇਕ ਬਹੁਤ ਮਸ਼ਹੂਰ ਯੂਨੀਵਰਸਟੀ ਵਿਚ ਪੜ੍ਹਾਈ ਕਰਨ ਵਾਸਤੇ ਆ ਰਹੇ ਹੋ । ਇਹ ਯੂਨੀਵਰਸਟੀ ਜਿਸ ਸ਼ੈਰ ਵਿਚ ਸਥਾਪਤ ਹੈ ਉਹ ਤਿਨ ਸੌ ਸਾਲ ਪੁਰਾਨਾ ਸ਼ੈਰ ਹੈ । ਇਸ ਸ਼ੈਰ ਦੀ ਆਬਾਦੀ ਪੰਜੀ ਹਜ਼ਾਰ (25,000) ਦੇ ਤਕਰੀਬ ਹੈ । ਇਸ ਸ਼ੈਰ ਦੇ ਵਾਸੀ ਦੁਨੀਆਂ ਦੇ ਹਰ ਹਰ ਕੋਨੇ ਵਿੱਚੋਂ ਆਏ ਹੋਏ ਹਨ ਤੇ ਸਾਰੀ ਦੁਨੀਆਂ ਦੀਆਂ ਬੋਲੀਆਂ ਬੋਲਦੇ ਹਨ । ਇਸ ਸ਼ੈਰ ਵਿਚ ਤੁਹਾਨੂੰ ਸਾਰੇ ਵਿਸ਼ਵ ਦੀ ਸਭਿਅਤਾ ਦੀ ਝਲਕ ਮਿਲੇ ਗੀ । ਐਥੋਂ ਦੀ ਆਂਬੇ ਹਵਾ ਆਪਨੇ ਦੇਸ ਵਰਗੀ ਹੀ ਹੈ । ਗਰਮੀਆਂ ਵਿਚ ਗਰਮੀ ਅਤੇ ਸਰਦੀਆਂ ਵਿਚ ਸਰਦੀ ਪੈਂਦੀ ਹੈ । ਭਾਂਵੇਂ ਇਹ ਛੋਟਾ ਜਿਹਾ ਸ਼ੈਰ ਹੈ ਪਰ ਇਸ ਸ਼ੈਰ ਵਿਚ ਦੋ ਅਜਾਇਬਘਰ , ਅੱਠ ਲਾਇਬਰੇਰੀਆਂ , ਤਿਨ ਸਿਨਮੇਂ ਅਤੇ ਇਕ ਬਹੁਤ ਹੀ ਵੱਡਾ ਸਟੇਡੀਯਮ ਹੈ । ਸਟੇਡੀਯਮ ਵਿਚ ਕਈ ਕਿਸਮ ਦੀਆਂ ਖੇਡਾਂ ਖੇਡੀਆਂ ਜਾਂਦੀਆਂ ਹਨ । ਸਟੇਡੀਯਮ ਵਿਚ ਚਾਲੀ ਹਜ਼ਾਰ ਲੋਕਾਂ ਲਈ ਸੀਟਾਂ ਦੀ ਜਗਾ ਹੈ । ਇਸ ਸ਼ੈਰ ਵਿਚ ਇਕ ਬਹੁਤ ਮ ਸ਼ਹੂਰ ਹਸਪਤਾਲ ਵੀ ਹੈ ਜਿਥੋਂ ਦੇ ਡਾਕਟਰ ਬਹੁਤ ਗਿਆਨੀ ਹਨ । ਇਸ ਸ਼ੈਰ ਵਿਚ ਹੋਰ ਵੀ ਕਈ ਕਿਸਮ ਦੀਆਂ ਸਹੂਲਤਾਂ ਹਨ ।

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Question #9 (Strong Response) *continued*

ਇਸ ਸ਼ੈਰ ਵਿਚ ਇਸਾਈਆਂ ਦੇ ਗਿਰਜੇਘਰ, ਮੁਸਲਮਾਨਾਂ ਦੀਆਂ ਮਸੀਤਾਂ, ਬੋਧੀਆਂ ਦੇ ਮੰਦਰ ਅਤੇ ਯਹੂਦੀਆਂ ਦੇ ਸਿਨਾਗਾਗ ਵੀ ਨਾਲੋਂ ਨਾਲ ਹੀ ਹਨ। ਸ਼ੈਰ ਦੇ ਵਿਚ ਇਕ ਬਹੁਤ ਵੱਡੀ ਮੰਡੀ ਹੈ ਜਿਥੇ ਹਰ ਕਿਸਮ ਦੀਆਂ ਚੀਜ਼ਾਂ ਅਤੇ ਸਮੱਗਰੀਆਂ ਮਿਲ ਸਕਦੀਆਂ ਹਨ। ਭਾਵੇਂ ਇਹ ਸ਼ੈਰ ਛੋਟਾ ਜਿਹਾ ਹੀ ਹੈ ਪਰ ਇਸ ਸ਼ੈਰ ਵਿਚ ਵੱਡੇ ਸ਼ੈਰਾਂ ਦੀਆਂ ਸਹੂਲਤਾਂ ਮਿਲਦੀਆਂ ਹਨ। ਮੈਨੂੰ ਵਿਸ਼ਵਾਸ ਹੈ ਕਿ ਇਸ ਸ਼ੈਰ ਵਿਚ ਤੁਹਾਨੂੰ ਹਰ ਕਿਸਮ ਦੀਆਂ ਦਿਲਚਸਪੀਆਂ ਮਿਲ ਜਾਨ ਗੀਆਂ ਅਤੇ ਤੁਹਾਡਾ ਸਮਾਂ ਬੜੀਆਂ ਖੁਸ਼ੀਆਂ ਅਤੇ ਰੌਣਕਾਂ ਨਾਲ ਲੰਘ ਜਾਵੇ ਗਾ।

Question #9 (Weak Response)

ਸ਼੍ਰੀ ਮਾਨ ਜੀ

ਮੈਨੂੰ ਪਤਾ ਲੱਗਾ ਹੈ ਕਿ ਤੁਸੀਂ ਯੂਨੀਵਰਸਟੀ ਵਿਚ ਪੜ੍ਹਾਈ ਕਰਨ ਵਾਸਤੇ ਅਮਰੀਕਾ ਆ ਰਹੇ ਹੋ। ਯੂਨੀਵਰਸਟੀ ਇਕ ਛੋਟੇ ਜਿਹੇ ਸ਼ੈਰ ਵਿਚ ਹੈ ਜਿਹੜਾ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਭਰਿਆ ਹੋਇਆ ਹੈ। ਇਹ ਸ਼ੈਰ ਤੁਹਾਡੇ ਆਪਣੇ ਸ਼ੈਰ ਵਾਂਗੂੰ ਹੀ ਹੈ ਜਿਥੇ ਹਰ ਕਿਸਮ ਦੀਆਂ ਸਹੂਲਤਾਂ ਮਿਲ ਜਾਂਦੀਆਂ ਹਨ। ਮੈਨੂੰ ਉਮੀਦ ਹੈ ਕਿ ਤੁਹਾਨੂੰ ਇਥੇ ਹਰ ਇਕ ਚੀਜ਼ ਮਿਲ ਜਾਏ ਗੀ ਅਤੇ ਭਾਵੇਂ ਤੁਸੀਂ ਅਮਰੀਕਾ ਵਿਚ ਬੈਠੇ ਹੋ ਤੁਹਾਡਾ ਦਿਲ ਘਰ ਵਾਂਗੂੰ ਲਗ ਜਾਵੇ ਗਾ।

Language and Communication: Oral Expression

Question #10

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #10 could include:

- a brief description of some of the important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options)
- an analysis of the advantages and disadvantages of living and working in your area

Question #11

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #11 could include:

- a description of the college or university: its size, whether it is in an urban or a rural setting, the student population, etc.
- an explanation of why you chose to attend that college or university, e.g., the geographical location or the recreational activities in the area
- an analysis of what you liked or disliked about the college or university, e.g., the courses or programs offered, the extracurricular activities available, or the social life in the dormitory
- a discussion of your satisfaction or dissatisfaction with the courses, professors, food, dormitories, education you received, etc.

Scoring Information for CSET: Punjabi Subtest III

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

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

Because the constructed-response questions on CSET: Punjabi Subtest III are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes (for written responses) or 2 minutes (for oral responses) to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and pages 20–22). Each response will be assigned a score based on an approved scoring scale (see pages 20–23).

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: Punjabi Subtest III

A. SHORT (FOCUSED)-RESPONSE QUESTIONS

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

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.

Relevant Subject Matter Requirements for Listening Comprehension

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

Relevant Subject Matter Requirements for Reading Comprehension

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

Relevant Subject Matter Requirements for Written Expression

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

Relevant Subject Matter Requirements for Oral Expression

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

Scoring Scale. Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: Punjabi Subtest III 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 subject matter requirements for Languages Other Than English.</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 CSET subject matter requirements for Languages Other Than English.</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 CSET subject matter requirements for Languages Other Than English.</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.

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For Listening Comprehension and Reading Comprehension:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

For Written Expression:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

For Oral Expression:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, inaudible/incomprehensible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

B. EXTENDED-RESPONSE QUESTION

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

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.

Relevant Subject Matter Requirements for Written Expression

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

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

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</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 CSET subject matter requirements for Languages Other Than English.</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 CSET subject matter requirements for Languages Other Than English.</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 CSET subject matter requirements for Languages Other Than English.</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, not in the target language, 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>