



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## KOREAN SUBTEST II

### Sample Questions and Responses and Scoring Information

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## **Sample Test Questions for CSET: Korean 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: Korean. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

**General Directions**

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response assignment section. Each question in the first section is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing.

The second section contains one or more constructed-response assignments. You will be asked to provide a written response to each assignment. Directions for the constructed-response assignment(s) appear immediately before the assignment(s).

You may work on the multiple-choice questions and the constructed-response assignment(s) in any order that you choose. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session. You may go back and review your answers at any time during the testing session.

You may NOT use any type of calculator or reference materials during the testing session.

1. The short stories of 박지원 (e.g., 양반전) significantly influenced the development of Korean literature through their:
  - A. literary experimentation and deviation from standard modes.
  - B. nationalistic orientation and criticism of western worldviews.
  - C. historical focus and promotion of classical philosophy.
  - D. social criticism and sense of need for political reform.
  
2. Korean works of literature infused with the quality described as **한** will most likely possess:
  - A. themes relating to nationalism and the Korean heritage.
  - B. ideas relating to the attainment of peace and fulfillment.
  - C. a sense of the beauty within life's sadness and disappointments.
  - D. a tone marked by listlessness, nonchalance, and lack of concern.
  
3. In the villages and rural areas of Korea, there are significant regional differences in dialect, food, housing styles, and other cultural practices. Which of the following played the greatest role in the evolution of these regional variations?
  - A. the numerous invasions of the peninsula by the Japanese, Chinese, Mongols, and others
  - B. the natural barriers to communication and interaction created by the peninsula's mountainous topography
  - C. the diverse ethnic backgrounds among the peninsula's earliest inhabitants
  - D. the relatively late establishment of an effective national government with authority over the entire peninsula

4. The emergence of giant corporate conglomerates known as 재벌 in post-World War II South Korea best illustrates the influence of which of the following aspects of Korean culture on economic development?
- A. the ideal of a harmonious social order
  - B. the authority of powerful intra-village organizations
  - C. the maintenance of an educated elite
  - D. the importance of cooperative kin relationships
5. 춘향전, a 조선 period novel, has appealed to generation after generation of Koreans for its:
- A. simple celebration of Confucian values and beliefs.
  - B. promotion of new ideas and new social relations in Korean society.
  - C. amusing descriptions of provincial characters.
  - D. twin themes of love and faithfulness.

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS**

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

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

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

Your responses to **Assignments 6, 7, and 9** will be evaluated based on the following criteria.

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

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

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

Your response to **Assignment 8** will be evaluated based on the following criteria.

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

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

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

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

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

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

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

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

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

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

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



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

During the 고려 period (935–1392), 고려가요 underwent significant development.

Write a response, in either Korean or English, in which you describe the characteristics of one form of 고려가요 that emerged during the 고려 period.

7. Read the poem below written in the nineteenth century by Prince 익종; then complete the exercise that follows.

금준에 가득한 술을 옥잔에 받들고서  
심중에 원하기를 만수무강 하오소서  
남산이 이 뜻을 알아 사시상춘 하시다

Using your knowledge of literature, write a response, in either Korean or English, in which you identify the theme of the poem and describe how the poet uses metaphor to convey the meaning of the poem.

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

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

The role of China in Korean history has been one of profound influence in areas as diverse as government, religion, culture, and the arts. Chinese forms and concepts have also been incorporated in various ways into the everyday fabric of Korean life.

Using your knowledge of Korean history and culture, write a response, in either Korean or English, in which you analyze the influence of Chinese civilization on three important Korean customs and traditions (e.g., family customs, social relations, rites and rituals).

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

Like all civilizations, Korea has evolved its own distinctive rites of passage through which are marked the stages that an individual goes through in life and the accompanying changes in his or her social status and relationships.

Using your knowledge of Korean culture and society, write a response, in either Korean or English, in which you describe two traditional Korean rites of passage that continue to be a part of Korean life today.

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

## Literary and Cultural Texts and Traditions

1. **Correct Response: D.** (SMR Code: 3.1) Pak Chi-won (박지원) (1737–1805), a writer of the late Choson period, is most well known for his short stories about the social and political issues of eighteenth-century Korea. It was during this time that Korean writers began to diverge from traditional classical literary conventions and develop a genre of Korean literature based on realism. These writers incorporated into their characters the roles and characteristics of the Korean people that were common during this time, and they also often used their stories to address current societal issues. Some of Pak Chi-won's most notable works include *Yang-ban jun* (양반전) and *Ho-jil* (호질).
2. **Correct Response: C.** (SMR Code: 3.2) *한*, a sentiment of sorrow encompassing many nuances (e.g., grief, resentment, regret), is a prevalent theme within Korean literature. The *한* of woman who aches for her lover or the *한* of a young man who is denied the chance of success because of his social ranking are among some of the most popular examples. In Korean literature, humor and jests often accompany *한* in the author's attempt to resolve *한* within a plot. By the conclusion of a work, the *한* is often sublimated into resignation, where the character affected learns to adopt a more composed view of his or her fate.

## Cultural Analysis and Comparisons

3. **Correct Response: B.** (SMR Code: 4.1) A significant characteristic of Korea's physical geography is its mountainous regions. Throughout Korea's history, these mountains have served as natural boundaries between the various regions of the Korean peninsula. Because of this, distinctions emerged among the regions, resulting in cultural and linguistic variations that are still noticeable throughout Korea today.
4. **Correct Response: D.** (SMR Code: 4.1) Cooperative relationships among relatives, and other members of the community have historically played an important role within Korean culture. Throughout their history, Koreans have developed systems to support themselves as well as other families within the community in such areas as labor, communal duties, and finances (e.g., *dure* [두레], *hyangyak* [향약], *gye* [계]). Today, chaebols (재벌) are family-run corporate conglomerates that play a major role in South Korea's economy. Their businesses span across multiple industries, and they are interconnected with other chaebols through stock investments. Chaebols continue to demonstrate both the importance of cooperative kin relationships within Korean culture, as well as the significance of cooperative relationships on the development of South Korea's economy.
5. **Correct Response: D.** (SMR Code: 4.3) *The Story of Ch'unhyang* (춘향전) has often been characterized as a Korean version of William Shakespeare's classic romance *Romeo and Juliet* but with a happier ending. Its main characters are Song Ch'unhyang, the daughter of a former female entertainer, and Lee Doryong, a young nobleman. The story describes their efforts to overcome class differences and other obstacles blocking their marriage. After a series of ordeals and a lengthy separation, the two are joyously reunited in the story's concluding scene.

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

### Literary and Cultural Texts and Traditions

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

고려가요의 한 형태인 속요는 고려시대의 노래 가운데 우리말로 된 서정가요를 가리킨다. 고려 속요의 문학적 우수성은 시적 정서면에서만 아니라 표현기법에 있어서의 놀라운 면이 있다. 그리고 속요의 작품세계는 매우 다양하다. 부모에 대한 효와 임금을 향한 충의 내용이 그려지는가하면 이와는 전혀 동떨어진 남녀간의 노골적인 성애가 음란한 필치로 묘사되기도 한다. 궁 현장에서 불리는 무가가 있고, 전란의 와중을 떠도는 피난민의 노래도 있다. 그러나 고려 속요에서 가장 보편적인 주제는 남녀간의 사랑과 이별, 기다림과 그리움에 있다.

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

임금이나 왕이 이용하는 술잔에 술을 가득 담아서 받들고는, 마음 속에서 바라는 것은 건강이다. 남산이 이 마음을 알고서는 항상 푸르를 것이다.

이것은 익종이 자신의 아버지인 왕에게 술을 따라서 올리는 것을 나타낸 것이다. 익종이 술을 왕에게 바치는 이유는 왕의 건강을 빌기위해서이고, 이 뜻을 백성들이 앎으로 그들이 모두 다 잘 살것이라는 뜻이다. 여기서 남산은 백성들을 의미하고 사시상춘은 언제나 푸르른 남산처럼 백성들도 잘 산다는 의미이다. 이 시조를 읊음으로 익종은 아버지를 위로하고 있는 것 같다.

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

### Question #8 (Score Point 4 Response)

중국과 밀접해 있는 한국은 위치뿐만 아니라 여러 사상에 많은 공통점을 두고 있다. 한국보다 역사가 더 오래된 중국은 한국 역사에도 많은 영향을 주었고 그러므로 인해서 문화발전에도 기여했다. 그 중에서도 유교 사상, 한문, 음력의 사용등이 현재까지 중국의 영향을 받아 내려오고 있다.

특히 유교 사상은 조선시대부터 중국한테 영향을 받았으며 그 뿌리에서 우리의 전통문화인 효 사상이 유래되었다. 물론 효 사상의 시작은 중국의 영향이 컸지만 그 이후론 우리 고유의 민족 사상, 불교와 여러가지 전통을 겸비해 내려오고 있다. 부모님을 공경해야 한다는 자식으로서의 도리등 유교의 여러 사상에서 한국은 우리 나라에만 있는 그런 특별한 문화를 만들 수 있게 되었다. 아직도 우리 나라에서는 이런 효 사상이 아주 중시되고 있으며 그것에 기여한 중국의 유교 사상 영향이라고 볼 수 있다.

또 신문이나 논문등을 읽어보면 한국은 아직도 중국의 문자인 한문을 쓰고 있다는 것은 볼 수 있다. 한국의 하나의 중요한 언어 매체인 한글과 중국에서부터 유래된 한문을 겸비해 현재까지 사용하고 있는데, 그 만큼 중국의 문화가 한국에 얼마나 뿌리깊게 박혀 있는지 알 수 있다. 물론 옛날 문서도 한문으로 표기되 있으며 책이나 학설도 모두 한문으로 표기한 우리 한국인은 중국의 영향을 아직도 받고 있다고 볼 수 있다. 우리가 전통문화를 중요시하는 덕분에 오래전부터 내려오는 한문을 보존 할 수 있었지만 그것을 관찰해 보면 우리 문화속 깊이 중국의 어느정도의 영향이 있었다.

또 모든 전통 행삿날을 음력으로 계산하다는 것도 중국에서부터 유래되었다고 볼 수 있다. 부모님의 생신, 제삿날, 신년 행사등 우리는 양력은 제쳐두고 음력으로 계산해 행사를 치른다. 물론 이 행삿날들이 중국으로부터 영향을 받았지만 우리 한국인은 중국이나 다른 나라에서 받은 영향으로 성공적으로 우리 고유 문화를 창조 할 수 있었던 것이다.

**Cultural Analysis and Comparisons (Short [Focused]-Response Question)****Question #9 (Score Point 3 Response)**

Distinctive rites of passage that exist in Korean life today include marriage and a sixtieth birthday. Although these two rites are symbolized by a specific date, significant changes in social status and relationships are made with these rites of passage.

For Korean women, to wed is to be married off to the husband's family and become a significant member of the husband's family. In a sense, the wife's family loses a daughter, while the husband's family gains another child. As men are traditionally seen as the dominant gender, a woman's commitment to her natural parents is no longer as significant as her commitment to her in-laws. In this way, a woman's social status and relationships are drastically changed due to this rite of passage.

The sixtieth birthday is a rite of passage by which one crosses from being an adult to being a highly esteemed elder. As age signifies wisdom and one demands greater respect with increasing age, a sixtieth birthday is of importance in the passage of an adult to an elderly person.

In these ways, marriage and sixtieth birthday are two traditional Korean rites of passage that are a significant part of Korean life today.



## Scoring Information for CSET: Korean 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: Korean Subtest II are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and pages 17 and 18). Each response will be assigned a score based on an approved scoring scale (see pages 17 and 19).

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

### Performance Characteristics and Scoring Scales for CSET: Korean 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: Korean Subtest II.

<b>PURPOSE</b>	The extent to which the response addresses the constructed response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

#### *Relevant Subject Matter Requirements for Literary and Cultural Texts and Traditions*

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

***Relevant Subject Matter Requirements for Cultural Analysis and Comparisons***

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

**Scoring Scale.** Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: Korean Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
<b>3</b>	<p><b>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is an accurate application of relevant subject matter knowledge.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is only partially or not achieved.</li> <li>• There is limited or no application of relevant subject matter knowledge.</li> <li>• There is little or no relevant supporting evidence.</li> </ul>
<b>U</b>	<p><b>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.</b></p>
<b>B</b>	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>

**B. EXTENDED-RESPONSE QUESTION**

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

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
<b>DEPTH AND BREADTH OF UNDERSTANDING</b>	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

***Relevant Subject Matter Requirements for Cultural Analysis and Comparisons***

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

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

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