CSET®

California Subject Examinations for Teachers®

TEST GUIDE

PUNJABI
SUBTEST I

Sample Questions and Responses and Scoring Information

CS-TG-QR166X-04

Sample Test Questions for CSET: Punjabi Subtest I

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

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. In the genetic classification of languages, languages are classified according to:

   A. geographical relationships between language populations.

   B. standard ordering of the basic units of speech (subject, verb, object).

   C. shared development from an earlier common language.

   D. overlapping semantic categories of words.

2. In the Gurmukhi script, the character ਨ੍ਹ represents a cluster of ਨ and:

   A. ਰ.

   B. ਹ.

   C. ਗ.

   D. ਚ.

3. The Punjabi expression ਨੇਕੀ ਤੇ ਪੁਛ ਪੁਛ is most likely to be used in response to:

   A. a request for information.

   B. an offer of assistance.

   C. surprising news or information.

   D. a call for help.

4. Which of the following English expressions comes closest in meaning to the Punjabi expression ਦੂਰਾਂ ਦੇ ਢੋਲ ਸੁਹਾਵਣੇ ?

   A. The grass is always greener on the other side.

   B. It's a new dawn.

   C. Don't change horses in the middle of the stream.

   D. Every cloud has a silver lining.

5. Which of the following expressions would be most appropriate to use in addressing one's parents or grandparents in Punjabi?

   A. ਤੁਸੀ ਮੈਨੂੰ ਮੇਰੇ ਕੰਮ ਤੇ ਛੱਡ ਆਓ ਜੀ ।

   B. ਯਾਰ', ਮੈਨੂੰ ਮੇਰੇ ਕੰਮ ਵੱਲ ਛੱਡ ਆ ।

   C. ਸਾਹਿਬ ਜੀ, ਮੇਹਰਬਾਨੀ ਕਰ ਕੇ ਮੈਨੂੰ ਮੇਰੇ ਕੰਮ ਵੱਲ ਛੱਡ ਆਓ ਜੀ ।

   D. ਤੂੰ ਮੈਨੂੰ ਕਮ ਤੇ ਛੱਡ ਆ ।

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS:
ASSIGNMENTS 6 & 7

For **Assignments 6 & 7**, you are to prepare a written response for each exercise in Parts I and II. Directions are provided before each part.

Write your responses to the exercises on the Response Sheets provided to you. Before you continue, please do the following:

1. Label one (1) response sheet "Part I"
2. Label one (1) response sheet "Part II"

Read each exercise 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 scanned using the scanner provided at your workstation.**

Instructions for scanning your Response Sheets are available by clicking the "Scanning Help" button at the top of the screen.

Be sure to write your response to each part on the correct Response Sheet.
Your responses to the exercises will be evaluated on the basis of the following criteria.

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

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Assignments 6 & 7: Relevant Subject Matter Requirements

- Demonstrate an understanding of the morphology of the target language.

- Demonstrate an understanding of the syntax of the target language.

- Demonstrate an understanding of the semantics of the target language.

- Identify, analyze, and correct grammatical and mechanical errors in the target language.

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.

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 the response sheets. You may not use any reference materials during the testing session. Remember to review your work and make any changes you think will improve your responses.

Any time spent responding to these exercises, including scanning the response sheets, 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. **Rewrite each sentence below, transforming it according to the directions given. Your responses must be written in Punjabi.**

   A. **Rewrite the sentence below, changing it from the present tense to the past tense.**

   ਮੈਨੂੰ ਭੁੱਖ ਲੱਗੀ ਹੈ ।

   B. **Rewrite the sentence below as a question.**

   ਮੈਨੂੰ ਭੁੱਖ ਲੱਗੀ ਹੈ ।

   C. **Rewrite the sentence below in the negative.**

   ਮੈਨੂੰ ਭੁੱਖ ਲੱਗੀ ਹੈ ।

   D. **Combine the two sentences below using the conjunction ਪਰ .**

   ਮੈਂ ਬਹੁਤ ਤੇਜ਼ ਨਹੀਂ ਦੌੜਦਾ ।

   ਮੈਨੂੰ ਰੇਸ ਕਰਨ ਦਾ ਬੜਾ ਸ਼ੌਂਕ ਹੈ ।

7. **Rewrite each sentence below, correcting all the errors while retaining the original meaning. Your responses must be written in Punjabi.**

   A. ਉਹਨਾ ਨੂੰ ਕੰਮ ਕੋ ਜਾਣੀ ਹੈ ।

   B. ਮੈਂ ਮਸੀਤ ਜਾਣੇ ਲਈ ਸੁੱਖ ਰਿਹਾ ਓ ।

   C. ਕੁੜੀ ਪੇ ਕਪੜੇ ਧੋਣੇ ਚਾਹੀਦਾ ਸੀ ।

   D. ਮੈਂ ਜਲੰਧਰ ਜਾ ਚਾਹੀਦਾ ਸੀ ।

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS:
ASSIGNMENTS 8 AND 9

For each constructed-response assignment in this section, you are to prepare a written response of approximately, but not limited to, 75–150 words on the assigned topic. The assignments can be found beginning on the next screen.

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 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

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Assignment 8: Relevant Subject Matter Requirements

- Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse.
- Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- Describe the differences among the varieties of the target language and the factors that account for these differences.

Assignment 9: Relevant Subject Matter Requirements

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

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 assignments, 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.

8.   **Use the information below to complete the exercise that follows.**

A tourist is lost and has stopped at a store to ask for driving directions to a museum. A customer in the store is familiar with the museum and offers assistance. Both the tourist and the customer are Hindus. The conversation is in Punjabi.

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

•   identify the sociolinguistic factors (e.g., age, gender, cultural background) that would influence the conversation between the tourist and the customer; and

•   discuss how these factors would likely affect such a conversation.

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

The study of morphology is an important part of the study of language. Using your knowledge of linguistics, write a response, in either Punjabi or English, in which you:

•   define morphology; and

•   explain two central concepts of morphology (e.g., morpheme, affix, inflectional vs. derivational morpheme, free vs. bound morpheme, root, stem, allomorph, back formation).

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

General Linguistics

1. **Correct Response: C.** (SMR Code: 1.1) The genetic classification of languages assumes that certain languages are related because they have evolved from a common ancestral language; for example, French and Spanish are classified as Romance languages because they can be traced back to a form of Latin used in the Roman Empire. Sometimes, though, the shared ancestral language is not as easily identifiable, and then the genetic classification is based on hypothetical reconstructions of the earlier forms of languages.

Linguistics of the Target Language

2. **Correct Response: B.** (SMR Code: 2.1) The Gurmukhi character ਨ੍ਹ represents the *n* (ਨ) sound followed by the *h* (ਹ) sound.

3. **Correct Response: B.** (SMR Code: 2.1) The Punjabi expression ਨੇਕੀ ਤੇ ਪੁਛ ਪੁਛ can be translated as "There is no need to ask before you do a good deed." This is often spoken in response to an offer of assistance.

4. **Correct Response: A.** (SMR Code: 2.3) The Punjabi expression ਦੂਰਾਂ ਦੇ ਢੋਲ ਸੁਹਾਵਣੇ can be translated as "Drums always sound more pleasant when heard from a distance." The meaning is similar to the English expression "The grass is always greener on the other side."

5. **Correct Response: A.** (SMR Code: 2.4) In Punjabi culture, one addresses one's elders such as parents and grandparents with deference and respect. The expression that uses deference and respect is ਤੁਸੀ ਮੈਨੂੰ ਮੇਰੇ ਕੰਮ ਤੇ ਛੱਡ ਆਓ ਜੀ।.

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

Linguistics of the Target Language

Question #6 (Score Point 3 Response)

A. ਮੈਨੂੰ ਭੁਖ ਲੱਗੀ ਸੀ ।

B. ਕੀ ਮੈਨੂੰ ਭੁਖ ਲੱਗੀ ਹੈ ?

C. ਮੈਨੂੰ ਭੁਖ ਨਹੀਂ ਲੱਗੀ ।

D. ਮੈਨੂੰ ਰੇਸ ਕਰਨ ਦਾ ਬੜਾ ਸ਼ੋਂਕ ਹੈ ਪਰ ਮੈਂ ਬਹੁਤ ਤੇਜ਼ ਨਹੀਂ ਦੌੜਦਾ ।

Question #7 (Score Point 3 Response)

A. ਉਹਨਾ ਨੇ ਕੰਮ ਤੇ ਜਾਣਾ ਹੈ ।

B. ਮੈਂ ਮਸੀਤ ਜਾਣ ਲਈ ਸੁਖ ਰਿਹਾ ਹਾਂ ।

C. ਕੁੜੀ ਨੂੰ ਕਪੜੇ ਧੋਣੇ ਚਾਹੀਦੇ ਸਨ ।

D. ਮੈਨੂੰ ਜਲੰਧਰ ਜਾਣਾ ਚਾਹੀਦਾ ਸੀ ।

Question #8 (Score Point 3 Response)

An example of a strong response to sample constructed-response question 8 will be available at a later date.

General Linguistics

Question #9 (Score Point 3 Response)

Morphology is the study of the parts of words and how those parts combine. One central concept of morphology is the difference between a bound and a free morpheme; a bound morpheme cannot stand on its own, but a free morpheme can. Another central concept of morphology is the idea of an affix. An affix is a bound morpheme that gets attached to a word; it can be attached at the beginning or end of a root word. When it is attached to the beginning of the word, it is called a prefix, and when it is attached to the end of a word, it is called a suffix. The word <u>unthinkable</u> contains examples of free and bound morphemes and of affixes. It has a free morpheme (<u>think</u>) and two bound morphemes that are affixes (the prefix <u>–un</u> and the suffix <u>–able</u>).

Scoring Information for CSET: Punjabi Subtest I

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

There are four constructed-response questions in Subtest I of CSET: Punjabi. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time— approximately 10–15 minutes. Responses to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions are scored by qualified California educators. Responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below and pages 13 and 14). Each response will be assigned a score based on an approved scoring scale (see pages 13 and 14).

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: Punjabi Subtest I

A. LINGUISTICS OF THE TARGET LANGUAGE (TRANSFORMATION AND ERROR ANALYSIS)

Performance Characteristics. The following performance characteristic will guide the scoring of responses to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions on CSET: Punjabi Subtest I.

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

Relevant Subject Matter Requirements for Linguistics of the Target Language (Transformation and Error Analysis)
• Demonstrate an understanding of the morphology of the target language.
• Demonstrate an understanding of the syntax of the target language.
• Demonstrate an understanding of the semantics of the target language.
• Identify, analyze, and correct grammatical and mechanical errors in the target language.

Transformation: Tasks 1–4

For the four tasks, a "Correct" response is described by the following:

The candidate's response correctly transforms the sentence as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.

Error Analysis: Tasks 5–12

For the eight tasks, a "Correct" response is described by the following:

The candidate's response acceptably corrects the syntactic or linguistic errors found in the sentence, i.e., the response has located and corrected the errors of language structure found within the sentence and has retained the original meaning.

Scoring Scale. Scores will be assigned to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions on CSET: Punjabi Subtest I as a composite score according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	10–12 tasks correct
2	6–9 tasks correct
1	0–5 tasks correct

B. GENERAL LINGUISTICS AND REMAINING LINGUISTICS OF THE TARGET LANGUAGE

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Punjabi Subtest I.

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

Relevant Subject Matter Requirements for General Linguistics

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

> ### *Relevant Subject Matter Requirements for Linguistics of the Target Language*
> - Demonstrate an understanding of the phonology of the target language.
> - Demonstrate an understanding of the orthography of the target language.
> - Demonstrate an understanding of the morphology of the target language.
> - Demonstrate an understanding of the syntax of the target language.
> - Demonstrate an understanding of the semantics of the target language.
> - Describe changes that occur in the target language over time.
> - Analyze and contrast linguistic structures of the target language and English.
> - Compare and contrast particular words, idioms, and inflections in the target language and English.

Scoring Scale. Scores will be assigned to each response to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Punjabi Subtest I according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	**The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**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.** • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
U	**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.**