



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## FARSI SUBTEST II

### Sample Questions and Responses and Scoring Information

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CS-TG-QR197X-04

## **Sample Test Questions for CSET: Farsi Subtest II**

Below is a set of questions that are similar to the questions you will see on Subtest II of CSET: Farsi. 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.

**GENERAL DIRECTIONS**

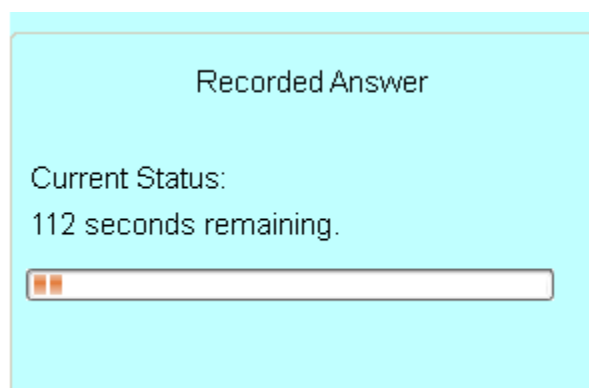
This portion of the test consists of four sections: (1) an oral expression section with constructed-response assignments, (2) a listening comprehension section with a constructed-response assignment, (3) a reading comprehension section with a constructed-response assignment, and (4) a written expression section with a constructed-response assignment. The directions for each section appear before that section.

(The examinee will hear and read on-screen:)

### DIRECTIONS FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

For this section of the test, you will record spoken responses to two assignments presented on-screen. You must respond to the assignments in the target language.

At the conclusion of these directions, the test will automatically advance and the first speaking assignment will be presented on the next screen. You will have two minutes to review the assignment and consider your response. You will be notified when the two minutes is complete. Then watch the screen as the test advances and the first recording box is presented. **You will have two minutes to record your response.** Do NOT begin speaking until the screen advances and you see a Recorded Answer box presented on-screen. A sample of the Recorded Answer box appears below.



Monitor your recording time by referring to the Recorded Answer box. The time in the Recorded Answer box will count down from 120 seconds (2 minutes) and the status bar will fill as your recording time progresses.

When the two minutes is completed, the current status on the Recorded Answer box will change to "completed," indicating the conclusion of the first speaking assignment. You will automatically be advanced to the next screen, where the second assignment will be presented. If you finish your response before the end of the two minutes, you may advance to the second assignment by clicking the **Next** button. If you advance to the second assignment with recording time remaining, you will NOT be able to return to the first assignment.

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

***Relevant Subject Matter Requirements***

- 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.

You may use the erasable notebooklet provided to make notes; however, **you will be scored only on the recorded responses**. You will have only **ONE** opportunity to record your response to each assignment. Be sure that your microphone is in a downward position near your mouth before you begin speaking.

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*(The examinee will hear and read on-screen:)*

1. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

*(The examinee read on-screen:)*

Imagine that a Farsi-speaking friend 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 Farsi, 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, 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 assignment above; then two minutes to respond.)*

*(The examinee will hear and read on-screen:)*

2. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

*(The examinee read on-screen:)*

Imagine that you are attending a summer institute devoted to the study of Farsi. You are asked to speak to a group of students at the institute about your previous college experiences. Speaking in Farsi, 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; and
- an analysis of why you would or would not recommend this college or university.

*(The examinee will have two minutes to study the assignment above; then two minutes to respond.)*

(The examinee will hear and read on-screen:)

### DIRECTIONS FOR THE LISTENING COMPREHENSION CONSTRUCTED-RESPONSE ASSIGNMENT

This section of the test consists of a listening comprehension assignment. For this assignment, you will listen to an audio recording of a passage. The listening passage will be read twice. After you have heard the passage twice, you will respond in writing to the assignment presented. Your response may be written in either the target language or English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

**Your response may be written in either English or the target language.** You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. If you choose to respond in English, type your response in the response box presented on-screen. If you choose to respond in the target language, your final response must be written on the response sheets provided. Please label your response sheets with the appropriate Assignment number (e.g., “Assignment 3”). Your response sheets 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.**

Your response to the listening comprehension assignment in this section 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

#### *Assignment 3: Relevant Subject Matter Requirements*

- 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.

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.

Please be aware that the visual enhancements Normal Color Scheme ▼ and Small Font ▼ are NOT available during this section of the test. Please DO NOT use these features until you have completed all listening items and proceeded to the remaining sections of the test.



(The examinee will read on-screen:)

خام: سلام، انجمن تجاری ایرانیان سانفرانسیسکو.

آقا: سلام، می توأم با خام علی جانی صحبت کنم؟

خام: ببخشید، خام علی جانی الان در اتاقشان نیستند. کاری هست که من بتوأم برای شما انجام دهم.

آقا: اسم من رضا پورجوادی است. من حسابدار و مشاور مالی در محدوده ساکرامنتو هستم. می خواستم ببینم آیا می توأم یک آگهی در قسمت زبان فارسی در ماهنامه شما چاپ کنم. من در ماهنامه شما خوانده ام که خام علی جانی بر بخش آگهی ها نظارت دارند.

خام: بله، خام علی جانی تمام آگهی های جدید را تأیید می کنند. اما من هم می توأم به شما برای شروع کمک کنم. می توأم فهرستی از نرخهای تبلیغاتی و چیزهای دیگر را برای شما بفرستم.

آقا: عالی است، علاوه بر این آیا می توانید اطلاعات جغرافیایی مربوط به اعضا و خوانندگان را برای من بفرستید؟ یکی از دوستانم که صاحب یک شرکت مشاوره اینترنتی در ساکرامنتو است در خبرنامه شما آگهی چاپ کرد و خیلی موفق بود. اما او می توانست از راه دور خدمات مشاوره ای خود را ارائه دهد. اما من امیدوارم بتوأم به مشتریانی که به خدمات شرکت من در ساکرامنتو علاقه مندند دسترسی داشته باشم.

خام: حتماً، من می توأم آمار و ارقام مربوط به اعضای خودمان را برایتان بفرستم، خواهید دید که تعداد زیادی از اعضای انجمن ما در نزدیکی شما زندگی می کنند. شما می توانید به کسانی که بالقوه مشتری شما هستند دسترسی داشته باشید.

3. Write a response, in either Farsi or English, in which you:

- provide a brief summary of the conversation;
- describe the most likely relationship between the two speakers; and
- evaluate the social and cultural appropriateness of the language the speakers use with each other.

**DIRECTIONS FOR THE READING COMPREHENSION  
CONSTRUCTED-RESPONSE ASSIGNMENT**

This section of the test consists of a reading comprehension assignment. For this assignment, you are to prepare a written response.

**Your response may be written in either English or the target language.** You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. If you choose to respond in English, type your response in the response box presented on-screen. If you choose to respond in the target language, your final response must be written on the response sheets provided. Please label your response sheets with the appropriate Assignment number (e.g., “Assignment 4”). Your response sheets must be scanned using the scanner provided at your workstation.

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

Your response 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

***Assignment 4: Relevant Subject Matter Requirements***

- 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.

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

Your response 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 response.

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.

## 4 Read the passage below from a newspaper article; then complete the exercise that follows.

از ماست که بر ماست  
 به نظر من داشتن روحیه مثبت یکی از مهم‌ترین خصوصیت یک انسان می تواند باشد... من معتقد هستم که با روحیه و انرژی مثبت می توانیم خیلی راحت تر با مشکلات و ناراحتیهای زندگی روبرو شویم...  
 وقتی امید داشته باشیم که واقعاً در انتهای تونل تاریک روشنایی را خواهیم یافت، و بدون هیچگونه ترس و واکنش ای به سوی این نور برویم، بسیار راحت تر، چه از نظر روحی و چه از نظر جسمی، می توانیم با مشکلات زندگی دست و پنجه نرم کرده و آسانتر راه حل های مناسب پیدا کنیم، و به راه زندگیمان ادامه بدهیم...  
 متأسفانه در بعضی از مواقع به اشخاصی بر می خوریم که به دلایلی انسانی هستند با روحیه های بسیار منفی و ناسالم و متأسفانه چه خواسته و چه نخواستسته زندگی را برای خود و اطرافیان بسیار مشکل و ناراحت می کنند...  
 دوست دارند، و البته عادت کرده اند، تا مدام از زندگی شکایت کرده و تا می توانند انرژی منفی خودشان را به دیگران نیز منتقل کنند... در هر شرایطی و به هر دلیلی، کوچک یا بزرگ، بد یا خوب، از زندگی ناراضی هستند و بسیار معترض...  
 به ندرت می شود تا این اشخاص را خوشحال و راضی نگهداشت... مدام شکایت می کنند که زندگی بسیار نامنصفانه و غیر عادلانه می باشد، و به حق آنها ظلم شده است... هر مسئله کوچکی را بزرگ کرده و از آن هیولایی وحشتناک می سازند... در هر موقعیتی فقط و فقط جنبه های منفی را در نظر می گیرند...  
 و اما برعکس، من معتقد هستم که در هر اتفاقی، حتی در بدترین حادثه، می توانیم دلیل خوب و مثبتی را در آن پیدا کنیم...  
 بنظر من، زندگی مانند یک کشتزار میمونه... با گذاشتن وقت، با استفاده از وسیله های مناسب، با داشتن صبر و حوصله، با تلاش و کوشش و انضباط، می توانیم زمین را آماده کرده، دانه های زندگی را مرتباً بکاریم، آب و کود بدهیم، و به آنها برسیم تا بتوانیم در مقابل حاصل را برداشت کنیم...

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

- identify the main idea of the passage;
- describe the author's use of figurative language in the passage; and
- analyze the author's use of fact and opinion in the passage.

**DIRECTIONS FOR THE WRITTEN EXPRESSION  
CONSTRUCTED-RESPONSE ASSIGNMENT**

For the constructed-response assignment in this section, you are to prepare a written response **in the target language**.

Read the assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. Your final response must be written on the response sheets provided (two for Assignment 5). Please label your response sheets with the appropriate Assignment number (e.g., “Assignment 5”). Your response sheets 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.**

Your response 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

***Assignment 5: Relevant Subject Matter Requirements***

- 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.

Your response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response. Your response should be written for an audience of educators and must be written in the target language.

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.

**5. Complete the exercise that follows.**

Imagine that a Farsi-language newspaper has asked you to write an essay describing a memorable experience you have had in which it was valuable for you to know Farsi. Writing in Farsi, describe this memorable experience. In your response, you must include, but are not limited to, the following topics:

- an explanation of the context in which the event occurred;
- an account of the experience and your immediate reaction to the experience; and
- an analysis of why it was particularly valuable for you to know Farsi in this experience.

## Acknowledgments

### Question Number

4. Parvizad, Ophelia. "Az mast ke Dar Mast." *Pezhvak of Persia* (2006, December). San Jose, CA: Pezhvak. p. 2. Reprinted with permission.



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

## Language and Communication: Oral Expression

### Question #1

A strong response to this oral expression 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 #1 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, cultural amenities, educational and medical facilities, educational and medical facilities, recreational and entertainment options)
- an analysis of the advantages and disadvantages of living and working in your area

### Question #2

A strong response to this oral expression 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 #2 could include:

- 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 why you would or would not recommend this college or university

**Language and Communication: Listening Comprehension****Question #3 (Score Point 3 Response)**

این مکالمه بین منشی یک مؤسسه تجاری و یک مشتری انجام شده است، مشتری می خواهد اطلاعاتی راجع به چاپ کردن یک آگهی تجاری در ماهنامه مؤسسه کسب کند. علاوه بر این میخواید دسترسی به لیست مشتریانی که احتمالاً علاقه به خدمات شرکتش را دارند پیدا کند.

روابط بین منشی شرکت و مشتری یک رابطه دوستانه اداری است. منشی می خواهد مشتری را راضی نگاهدارد و بنظر می آید مشتری از همکاری منشی راضی است.

منشی با احترام به تلفن جواب میدهد و از طرز صحبتش به نظر می آید بسیار کارآموده است. مشتری نیز بسیار مؤدب و با احترام خواسته ها خود را ابراز می دارد و رویهم رفته یک رابطه کاری سالمی ایجاد شده است.

## Language and Communication: Reading Comprehension

### Question #4 (Score Point 3 Response)

منظور اصلی نویسنده این است که به ما بگوید که ما باید روحیه مثبتی در زندگی پیدا کنیم. او می گوید از اینکه همیشه غمناک و گرفته باشیم نه تنها هیچ سودی عایدمان نمی شود، بلکه سبب ناراحتی و ایجاد انرژی منفی در دیگران هم خواهیم شد. شکایت کردن و منفی بافی باعث ایجاد محیطی غیر سالم و شرایطی نامناسب خواهد شد.

نویسنده این مقاله از مثال کشتزار استفاده می کند تا نشان دهد که صبر، حوصله و تلاش و کوشش مانند دانه هایی هستند که در زمین زندگی کاشته می شوند و با داشتن روحیه مثبت می توانیم آن دانه ها را آبیاری کرده و رشد بدهیم.

این نویسنده عقیده دارد که روحیه مثبت در حل مشکلات و روبرو شدن با مسائل زندگی و دست و پنجه نرم کردن با آنها به ما کمک خواهد کرد. او به مردمی اشاره می کند که منفی بوده و عادت کرده اند که همیشه شکایت کنند. نویسنده این مقاله بیشتر راجع به عقاید خودش صحبت می کند و مثال زیادی در مورد واقعیت و مردم واقعی ارائه نمی کند.

## **Language and Communication: Written Expression**

### **Question #5 (Score Point 4 Response)**

An example of a **Score Point 4 Response** to sample question #5 will be available at a later date.

## Scoring Information for CSET: Farsi Subtest II

Because the questions on CSET: Farsi Subtest II are of two types—one type requiring a short (focused) response taking approximately 10 minutes (for written responses) or 2 minutes (for oral responses) to complete, and another type requiring an extended response taking approximately 45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the questions. Responses to questions are scored by qualified California educators using focused holistic scoring. 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 22). Each response will be assigned a score based on an approved scoring scale (see pages 21 and 23).

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: Farsi Subtest II

#### A. SHORT (FOCUSED)-RESPONSE QUESTIONS

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the short (focused)-response questions on CSET: Farsi 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 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 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 questions on CSET: Farsi Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
<b>3</b>	<p>The "3" response reflects a 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 an accurate application of relevant subject matter knowledge.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>
<b>2</b>	<p>The "2" 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>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<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 World Languages.</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>

*For Listening Comprehension and Reading Comprehension:*

<b>U</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>B</b>	The "B" (Blank) is assigned to a response that is blank.

*For Oral Expression:*

<b>U</b>	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>B</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 question on CSET: Farsi 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 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 question on CSET: Farsi 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 specified form or orthography of 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>