



California Subject Examinations for Teachers®

TEST GUIDE

ARABIC SUBTEST II

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Arabic Subtest II

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

In the sample questions below, you will be required to respond in Modern Standard Arabic for questions that directly assess your productive language skills and knowledge of particular linguistic issues. For other questions, you may respond in either Arabic or English. Each question will clearly state the requirements for your response.

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

GENERAL DIRECTIONS

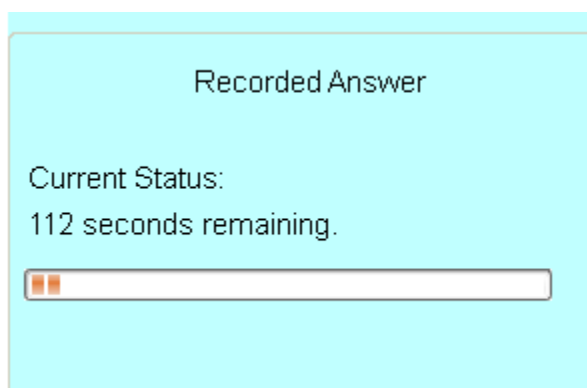
This portion of the test consists of four sections: (1) an oral expression section with constructed-response assignments, (2) a listening comprehension section with a constructed-response assignment, (3) a reading comprehension section with a constructed-response assignment, and (4) a written expression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

(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 friend from an Arabic-speaking country 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 Arabic, 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 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 at a university in an Arabic-speaking country. You are asked to give a presentation to a group of students about your previous college experiences. Speaking in Arabic, 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 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 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.

Arabic Subtest II

(The examinee will read on-screen:)

3. Write a response, in either Arabic or English, in which you:
 - identify the main topic of the conversation;
 - describe the female speaker's point of view about the topic; and
 - analyze the sufficiency of the evidence that the female speaker uses to support her point of view.

(The examinee will hear:)

Listen carefully to the following conversation. After you have heard it twice, respond to the assignment.

المدرس: ما علاقة الفن بالسياسة يا نهى وكيف يمكن أن يؤثر الفن على السياسة؟

نهى: في كثير من الأحيان يا أستاذ، الفن يجسد ما يحدث على أرض الواقع ويعكس نبض الشارع.

المدرس: هل لك أن توضح لي ولزملائك وجهة نظرك؟

نهى: الفن هو المرأة التي تعكس واقع الحياة السياسية والاجتماعية والثقافية لأي حضارة كانت. وهو الوثيقة التي تُسَطِّر واقع الحياة السياسية في أي بلد.

المدرس: هل تعتقد أن الفن يؤثر بالسياسة أكثر أم أن السياسة هي التي تؤثر في الفن أكثر؟

نهى: أعتقد أن السياسة والفن وجهان لعملة واحدة.

المدرس: اعط أمثلة من واقع المجتمع العربي لفنانين كان لهم تأثيرا بارزا في تجسيد الواقع السياسي لمجتمعهم.

نهى: أعتقد أن كوكب الشرق أم كلثوم ومارسيل خليفة والشاعر محمود درويش والرسام ناجي العلي أبرز من جسّد الواقع السياسي العربي.

المدرس: أحسنت، وبارك الله فيك. والآن على كل طالب منكم البحث والكتابة عن شخصية عربية فنية كان لها دورا مؤثرا في الحياة السياسية.

**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; then complete the exercise that follows.

من الناس من يتميز بالقدرة على إقناع الغير ولو كان مخطئا، فيحبك كلامه حبا، حتى إذا انتهى وجدت نفسك مقتنعا برأيه ومتعجبا ممن يخالفه، إلا أنك مع قليل من التدبر والتفكير تجد أنه قد بنى كلامه هذا على أساس ضعيف لا يصمد أمام النقد. ومثال على ذلك أنني قرأت يوما مقالة لكاتب ينتقد دعاة تعريب الطب لما للمصطلحات الطبية العربية من غرابة وعجب. وقد استفتح مقاله بسؤال هو: هل تعرف معنى كلمة المعثكلة؟ طبعا لم أعرف معناها، إلا أنني فهمت من كلامه أنها اللفظة العربية المستخدمة للبانكرياس، وهذا ما كان يرمي إليه، فكيف يطالبون بتعريب الطب والناس لا يفهمون ما المعثكلة، أما إذا سألتهم عن البانكرياس فسوف يعرفونه فورا. وإنطلاقا من هذا الأساس بدأ يهاجم دعاة تعريب الطب حتى إذا انتهت المقالة وجددتني مقتنعا تماما برأيه.

ولكن بعد أيام - وكنت لا أزال أفكر في موضوع المقالة - لفت نظري أن جُل الألفاظ الطبية الدارجة على ألسنتنا في بلادنا العربية سواء كنا أطباء أو عوام أو مرضى، هي ألفاظ عربية. فالقلب والكبد والطحال ألفاظ عربية، وكذلك الرئة والأمعاء والمعدة والدم والعروق والأوردة، ليست للعجمة فيها نصيب. أما من حيث الأمراض فإننا نعبر عنها بألفاظ عربية معظمها على وزن فُعَال؛ كصداع وزكام وهزال وكساح. بل إنني بعد تدبر وجدت أن الأصل في الأمر أن الألفاظ الطبية التي نستخدمها عربية وأن استخدام لفظ أجنبي يعد إستثناءً لا قاعدة. فمن ذا الذي يذهب للطبيب شاكيا أن ضربات "هارته" مضطربة، أو أنه يشعر بمغص في "ستوميكه"؟ وهنالك بدا لي شذوذ كلمة بانكرياس وسط كل هذه الألفاظ العربية وكأنها قبعة إفرنجية وسط عمائم عربية!

لعلك اقتنعت بوجهة نظري، إن كان كذلك فإنني أنصحك بقراءة أول جملة مرة أخرى، فأن من البيان لسحرا!!

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

- identify the main argument made by the writer;
- describe the writer's most likely purpose for writing the passage; and
- analyze the sufficiency of the evidence the writer uses to support the main argument.

**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 work colleague from an Arabic-speaking country is considering taking a new position 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 Arabic to your colleague 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 working in your area.

Your response must be written in Modern Standard Arabic.

Examples of Strong Responses to Sample Constructed-Response Questions for CSET: Arabic 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, 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 #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 analysis of what you liked and disliked about the college or university
- a discussion of why you would or would not recommend that school to others

Language and Communication: Listening Comprehension

Question #3 (Score Point 3 Response)

هذا حوار بين مدرس وطالبة عن العلاقة بين الفن والسياسة وتأثير كل منهما على الآخر. تعتقد الطالبة أن الفن يجسد ما يحدث في الشارع العربي وأن الفن بأشكاله المتعددة هو المرأة الحقيقية لما يحدث على أرض الواقع. وتعتقد الطالبة أيضا أن الفن يؤثر ويعكس واقع الحياة السياسية والاجتماعية والثقافية. لقد أعطت الطالبة أمثلة عديدة تنبع من واقع المجتمع العربي لفنانيين كان لهم تأثيرا كبيرا في تصوير الواقع السياسي والاجتماعي والثقافي في الوطن العربي، فضربت أمثلة عن مغنيين مثل أم كلثوم من مصر ومارسيل خليفة من لبنان، وشعراء مثل محمود درويش من فلسطين، ورسامين كاركاتير مثل ناجي العلي من فلسطين. وهناك العديد أيضا من لعب مثل هذا الدور.

Language and Communication: Reading Comprehension

Question #4 (Score Point 3 Response)

يسعى الكاتب إلى إثبات أنه من الممكن تزيين وحبك بعض الآراء الضعيفة حتى تظهر متماسكة وصائبة، وأعطى مثلا على ذلك يتعلق بقضية تعريب المصطلحات الطبية زاعما أن حجة المعارضين حجة وإن نجحوا في إبراز بعض السلبيات الفارغة لتعريب الطب. وأعتقد أن الكاتب ألقى هذه المقالة بسبب تعاطفه مع قضية تعريب المصطلحات الطبية من منطلق غيرته على لغة الضاد، إلا أنه وبذكاء ختم المقالة بسؤال يضيف جوا من الحيادية وكأن المقصود من المقالة التعرض لسحر البيان وليس الدفاع عن تعريب الطب. وقد أجاد الكاتب في دعمه لرأيه و توضيح هدف المقالة المعلن وهو إمكانية إقناع القارئ برأي ضعيف من خلال إظهار جوانب معينة من القضية وإخفاء جوانب أخرى مهمة.

Language and Communication: Written Expression

Question #5 (Score Point 4 Response)

أخي العزيز محسن...

السلام عليكم ورحمة الله وبركاته.

أسعدني كثيرا تفكيرك في الانتقال إلى سان فرانسيسكو! لعل ذلك يكون سببا في تجميع الأحباب ورفقاء الجامعة. تعتبر سان فرانسيسكو أحب المدن إلى قلبي لما لها من طابع مميز قلما تجده في مكان آخر. فهي مدينة شابة وفتية، وهي مدينة تعليمية جامعية من الطراز الأول وبالتالي فإن كثرة المؤسسات التعليمية والطلبة تضيء جوا من الحيوية الدائمة عليها، وهي مع ذلك لا تعتبر صاخبة كلوس أنجيلوس مثلا. هي مدينة كبيرة ولكن في نفس الوقت منمقة وجميلة.

وتعتبر سان فرانسيسكو من المدن التي يسكنها مزيج من الجنسيات والعرقيات والإثنيات، فسكانها من شتى بقاع المعمورة ويكثر بها المولدون من زيجات مختلطة العرقيات. ستجد فيها الإيطاليون والصينيون والسود والمغاربة وكثير من المسلمين، وستجد فيها مطاعم عربية ومساجد متعددة فضلا عن معهد زيتونة الشهير.

أعتقد أنك تدري، بحكم وظيفتك، أن سان فرانسيسكو قريبة جدا من منطقة وادي السليكون، والتي يجتمع فيها العديد من شركات البرمجة المتقدمة. ففيها شركة "ياهو" و "أوراكل" و "إنتل"، كما أنها موطن لشركة

"جوجل". وبالتالي فإن الشركة التي ستعمل لديها ستكون في وسط هذا الخضم من شركات البرمجة، فمنطقة وادي

السليكون بلا شك هي قبلة البرمجيين في العالم!

وتتميز سان فرانسيسكو باعتدال جوها طوال العام، فماذا أقول لك عن نسيمها العليل؟! فدائما ما أجلس في شرفتي عند المساء واحتسي كوب الشاي وأستمع إلى أم كلثوم في جو ما عشت مثله إلا أيام الدراسة في دمايط. أتمني أن تنضم إلينا قريبا لنستعيد ذكريات الجامعة سويا.

ولا أحذر إلا من شيء واحد، الزلازل، فإذا زلزلت الأرض هنا، حل الدمار والخراب. والجميع يتوقع زلزالا في الأعوام القادمة بل إنه قد تأخر عن دورته المعتادة. ولكن لا تقلق كثيرا، فسرعان ما تعود الأمور إلى طبيعتها وتفتح زهور المدينة من جديد.

وخلاصة القول أن سان فرانسيسكو مدينة جميلة ومتقدمة، وإن كان عيبها الوحيد هو ارتفاع تكاليف العيش فيها، ولكن كما يقولون: من أراد العروس دفع المهر!

في امان الله...

أخوك إبراهيم

Scoring Information for CSET: Arabic Subtest II

Because the questions on CSET: Arabic 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 21). Each response will be assigned a score based on an approved scoring scale (see pages 20 and 22).

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: Arabic 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: Arabic Subtest II.

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 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.

Arabic Subtest II

Scoring Scale. Scores will be assigned to each response to the short (focused)-response questions on CSET: Arabic Subtest II 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. <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	The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages. <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	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. <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.

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 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 question on CSET: Arabic Subtest II.

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 question on CSET: Arabic 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"> • 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 World Languages.</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 World Languages.</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 World Languages.</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 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>