



**California  
Subject  
Examinations for  
Teachers®**

**TEST GUIDE**

**ARABIC  
SUBTEST I**

**Sample Questions and Responses  
and Scoring Information**

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## Sample Test Questions for CSET: Arabic Subtest I

Below is a set of questions that are similar to the questions you will see on Subtest I 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.

1. **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 Arabic 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).

**2. Complete the exercise that follows.**

To demonstrate your understanding of the linguistic structures of Arabic and English, write a response, in either Arabic or English, in which you explain two main differences between the verb systems (أنواع الفعل واستخدامه) of Modern Standard Arabic and English. Give specific examples in Modern Standard Arabic and English to support your response.

3. **Complete the exercise that follows.**

To demonstrate your understanding of the sociolinguistic features of Arabic and the sociocultural norms of Arab culture, write a response, in either Arabic or English, in which you:

- identify two situations in which greetings and leave-takings in Arabic would be different based on the participants and the setting; and
- describe the ways in which greetings and leave-takings would differ in these two situations.

Be sure to provide specific examples to support your response. You may address both verbal and nonverbal communication in your response.

4.

PART I

Rewrite each sentence below, transforming it according to the directions given. Your responses must be written in Modern Standard Arabic.

A. Rewrite the sentence below, transforming it from active voice to passive voice.

تكرم الدولة الباحثين النابغين.

B. Rewrite the sentence below, transforming it from direct discourse to indirect discourse.

سأل المدرس الطالب: "هل تعرف من الذي اخترع المصباح الكهربائي؟"

C. Combine the two sentences below into one sentence beginning with شعر .

عمل الرجل اليوم بأكمله. شعر الرجل بالإرهاق.

D. Rewrite the sentence below, transforming it from third person to first person.

اكتشفت الفتاة هدية أبيها تحت سريرها، وكانت تعتقد أنه قد نسي عيد ميلادها.

PART II

Rewrite each sentence below, correcting all errors while retaining the original meaning. Your responses must be written in Modern Standard Arabic.

E. عمل الرجل اليوم بأكمله. شعر الرجل بالإرهاق.

F. التوأمان متشابهون في درجة يصعب التفرقة بينهما.

G. اسمع يا بني، لا تصدق من يقل بأن مجالي الطب والهندسة هما المجالان الوحيدان اللتان يستحقان الدراسة.

H. أنا وصديقتي ليلى اتجهت إلى السوق لأشتري الملابس الجديدة.

5. Read the passage below from a poem by al-Mutanabbi (915–965); then complete the exercise that follows.

وَأَسْمَعَتْ كَلِمَاتِي مِنْ بِهِ صَمَمٌ	أَنَا الَّذِي نَظَرَ الْأَعْمَى إِلَى أَدْبِي
وَيَسْهَرُ الْخَلْقُ جَرَّاهَا وَيَخْتَصِمُ	أَنَا مِلَّ جُفُونِي عَنْ شَوَارِيهَا
حَتَّى أَتَتْهُ يَدُ فَرَّاسَةٍ وَقَمٌ	وَجَاهِلٌ مَدَّهُ فِي جَهْلِهِ ضَجْجِي
فَلَا تَظُنَّنَ أَنَّ اللَّيْثَ يَبْتَسِمُ	إِذَا رَأَيْتَ نَيْوَبَ اللَّيْثِ بَارِزَةً
أَدْرَكَتْهَا بِجَوَائِدِ ظَهْرُهُ حَرَمٌ	وَمُهْجَةٍ مُهْجَتِي مِنْ هَمِّ صَاحِبِهَا
وَفَعَلُهُ مَا تُرِيدُ الْكَفُّ وَالْقَدَمُ	رِجْلَاهُ فِي الرِّكْضِ رِجْلُ الْيَدَانِ يَدُ
حَتَّى ضَرَبْتُ وَمَوْجُ الْمَوْتِ مُلْتَطِمُ	وَمُرْهَفٍ سِرَّتْ بَيْنَ الْمَوْجَتَيْنِ بِهِ
وَالسَيْفُ وَالرُّمْحُ وَالْقِرْطَاسُ وَالْقَلَمُ	فَالْخَيْلُ وَاللَّيْلُ وَالْبَيْدَاءُ تَعْرِفُنِي

Using your knowledge of literature, write a response, in either Arabic or English, in which you:

- describe the tone of the passage;
- analyze the way in which al-Mutanabbi uses metaphor to create the tone; and
- discuss one significant contribution that al-Mutanabbi made to poetry written in Arabic.

**6. Complete the exercise that follows.**

The family plays an essential role in Arab culture. Identify and discuss two important attributes of the family in Arab culture. You may write your response either in Arabic or in English. In your response, you may wish to include, but are not limited to, the following topics:

- the identification of two important attributes of the family in Arab culture;
- a description of how these attributes influence everyday life in Arab culture;
- an analysis of how these attributes reflect the perspectives of Arab culture.

Be sure to give specific examples to support your claims.

# Sample Written Response Sheets for CSET: Arabic Subtest I

For questions 1–3, examinees would record their written response to each question on a one-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below.

<b>Seat 99901</b> PM <b>Form #</b> CS 11/04/2006	<b>ID# : 9-999-999-9</b> DO NOT WRITE IN THIS BOX. <input type="text"/> <input type="text"/>	<b>Assignment</b> <b>1</b> <b>Response Sheet</b>
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**DIRECTIONS**

The directions and the assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page of this response sheet is the only page that will be scored for this assignment. **RESPONSES WRITTEN IN THE TEST BOOKLET OR ANYWHERE ELSE IN THIS DOCUMENT WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.**

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

9999999190AA1S

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

AA PAGE 3

STOP. END OF ASSIGNMENT 1

For question 4, examinees would record their written responses on a two-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below and on the next page.

<b>Seat 99901</b> PM <b>Form #</b> CS 11/04/2006	<b>ID# : 9-999-999-9</b> <small>DO NOT WRITE IN THIS BOX.</small> <div style="display: flex; justify-content: space-around; height: 40px;"><div style="border: 1px solid black; width: 40px; height: 40px;"></div><div style="border: 1px solid black; width: 40px; height: 40px;"></div></div>	<b>Assignment</b> <b style="font-size: 2em;">4</b> <b>Response Sheet</b>
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**DIRECTIONS**

The directions and the assignment are presented in your test booklet. Read them carefully before you begin to write. The lined pages of this response sheet are the only pages that will be scored for this assignment. **RESPONSES WRITTEN IN THE TEST BOOKLET OR ANYWHERE ELSE IN THIS DOCUMENT WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.**

Write your responses to Part I (A through D) on the lines below.

DO NOT WRITE OUTSIDE THESE MARGINS.


**A.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DO NOT WRITE OUTSIDE THESE MARGINS.

  
99999999190A.A4S

**AA PAGE 9**

GO ON TO PART II ON THE NEXT PAGE.

CONTINUE YOUR RESPONSES HERE.

Write your responses to Part II (E through H) on the lines below.

E.

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F.

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G.

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H.

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DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE  
IN THIS SPACE.

AA PAGE 10

STOP. END OF ASSIGNMENT 4

For questions 5 and 6, examinees would record their written response to each question on a two-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below and on the next page.

<b>Seat 99901</b> PM <b>Form #</b> CS 11/04/2006	<b>ID# : 9-999-999-9</b> <small>DO NOT WRITE IN THIS BOX.</small> <div style="display: flex; justify-content: space-around; height: 40px;"><div style="border: 1px solid black; width: 40px; height: 40px;"></div><div style="border: 1px solid black; width: 40px; height: 40px;"></div></div>	<b>Assignment</b> <b>5</b> <b>Response Sheet</b>
<b>DIRECTIONS</b> The directions and the assignment are presented in your test booklet. Read them carefully before you begin to write. The lined pages of this response sheet are the only pages that will be scored for this assignment. <b>RESPONSES WRITTEN IN THE TEST BOOKLET OR ANYWHERE ELSE IN THIS DOCUMENT WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.</b>		
<div style="border: 1px solid gray; height: 300px; position: relative;"><div style="position: absolute; left: -40px; top: 50%; transform: translateY(-50%); white-space: nowrap;">DO NOT WRITE OUTSIDE THESE MARGINS.</div><div style="position: absolute; right: -40px; top: 50%; transform: translateY(-50%); white-space: nowrap;">DO NOT WRITE OUTSIDE THESE MARGINS.</div><div style="position: absolute; bottom: -40px; left: 50%; transform: translate(-50%, -50%); white-space: nowrap;">DO NOT WRITE OUTSIDE THESE MARGINS.</div></div>		
<div style="display: flex; align-items: center;"><div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">99999999190AA5S</div></div>	<b>AA PAGE 11</b> <span style="float: right; font-size: small;">GO ON TO THE NEXT PAGE.</span>	

CONTINUE YOUR RESPONSE HERE.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

AA PAGE 12

STOP. END OF ASSIGNMENT 5

## Examples of Responses to Sample Questions for CSET: Arabic Subtest I

### General Linguistics

#### Question #1 (Strong 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 unthinkable contains examples of free and bound morphemes and of affixes. It has a free morpheme (think) and two bound morphemes that are affixes (the prefix un- and the suffix -able).

## Linguistics of the Target Language

### Question #2 (Strong Response)

يصرف الفعل في اللغة العربية بصيغة المفرد والمثنى والجمع، أما الفعل باللغة الإنجليزية فيصرف فقط في حالتي المفرد والمثنى.

1- يختلف تصريف الفعل في حالة الجمع في اللغة العربية باختلاف الجنس فجمع المذكر يختلف عن جمع المؤنث، أما في اللغة الإنجليزية فتصريف الفعل واحد ولا يتغير باختلاف الجنس.

أمثلة:

(١)

أنت تعمل You (M/S) work

أنتما تعملان You (M/Dual) work

أنت تعملين You (F/S) work

أنتما تعملان You (F/Dual) work

(٢)

هم يعملون They (M) work

هن يعملن They (F) work

**Question #3 (Strong Response)**

Arab greetings and leave-takings can be formal or informal, depending upon the occasion and relationship between speakers. Formal greetings tend to be more elaborate when addressing a person whom you have never met, e.g., an employee at a reception desk.

Informal greetings and leave-takings occur between friends, when welcoming an individual to your home or when friends part company after meeting. Nonverbally, close friends and colleagues hug and kiss both cheeks upon greeting.

The most common formal greeting is the traditional "asaalmu alaikum" (peace be upon you).

A response to this greeting, "wa alaikum asalaam" (and upon you peace) is appropriate to use in all settings. It is always the newcomer in the situation who initiates the greeting. Formal greetings also include body language in which the individual places the hand over the recipient's heart as a sign of respect. Individuals shake hands with the right hand only at the beginning and end of any visit.

Informally, it is acceptable to greet the other person with an expression such as "marhaba" (welcome). This expression may be used by both the person initiating the greeting and by the person replying. An example of such a response is "marhabatain" (two welcomes).

When taking leave, the most common expression is "ma asalaama" (go in safety). The person who remains may also use this expression.

## Question #4 (Strong Response)

- A. يُكْرَمُ الباحثين النابغين.
- B. سأل المدرس الطالب إن كان يعرف من الذي اخترع المصباح الكهربائي.
- C. شعر الرجل بالإرهاق بعد عمله اليوم بأكمله.
- D. اكتشفت هدية أبي تحت سريري وكنت اعتقد أنه قد نسي عيد ميلادي.
- E. في الاسبوع الماضي ناقش البرلمان الميزانية الجديدة وفتح باب النقاش من قبل النواب.
- F. التوأمان متشابهان إلى درجة يصعب التفرقة بينهما.
- G. اسمع يا بني، لا تصدق من يقل بأن مجالي الطب والهندسة هما المجالان الوحيدان اللذان يستحقان الدراسة.
- H. أنا و صديقتي ليلتي ذهبنا إلى السوق لنشتري الملابس الجديدة.

## Literary and Cultural Texts and Traditions

### Question #5 (Strong Response)

In a bold and flamboyant tone which becomes more arrogant and threatening as the passage goes on, the narrator of this passage is boasting of his own fame, heroic deeds, and bravery. This is characteristic of the exuberant tone found in heroic Arabic poetry of the classical and Middle Ages.

In this passage, making ample use of hyperbolic imagery, the narrator claims that his deeds and his poetry are so great and famous that they even have reached out to the blind and the deaf. Further on, the tone becomes somewhat threatening as the narrator suggests that even when looking amiable, the lion's mouth and sharp fangs are a menacing danger. With this image, comparing himself to a great powerful animal, the narrator is evoking the potential ferocity of his own mouth and by extension his sharp words. Finally, in this very famous line of the poet, "For the horsemen know me, and the night, and the desert, and the sword and lance, and the paper and pen," an empowered exuberant narrator boasts, on a menacing note, of his martial courage, one of the most esteemed Arab virtues at the time, and of his great command of the art of poetry, which was prized above all other arts in the Arab world. This verse is therefore a word of caution to potential aggressors or detractors.

Al-Mutanabbi redefined Arabic poetics by liberating the preferred panegyric or praiseful style out of the more rigid qasida, a pre-Islamic form of the panegyric. He devoted much attention to every poetic convention as he created poems that were praised for their formal perfection and artful use of the Arabic language, their sound effects and musicality, as well as their wonderful exuberance. His diwan, or book of poetry, features many often extravagant verses, singing of brave and heroic deeds, loyalty, and generosity. It is justly praised as the work of a poet who brilliantly controlled every aspect of his craft, while he had his own particular way with words, well rooted in the Arabic language, its oral tradition and culture. The nineteenth century saw a revival of al-Mutanabbi's style with the rise of

*continued on next page*

**Question #5 (Strong Response) *continued***

the neo-classical poetic movement which sought to counter the growing influence of Western poetics on the Arabic tradition. Al-Mutanabbi always had his detractors who criticized him for his arrogance and extravagance. Still, many of his verses have become popular proverbs that are commonly used in modern Arabic. Al-Mutanabbi continues to be a strong presence and inspiration for poets and writers of the Arabic language, as attested by the fact that he is the most studied, quoted, and imitated of Arabic poets.

**Cultural Analysis and Comparisons****Question #6 (Strong Response)**

Family units in Arab culture are composed of both nuclear and extended relatives. Households are large, including grandparents, aunts, uncles, nieces, and nephews. Children remain at home until they are married and do not have any financial commitment for others. The head of the household is normally the oldest male. When a son succeeds his father as head of the household, he thereby gains authority over the entire family.

As a reflection of the nuclear and extended family in Arab culture, naming conventions are an important attribute. Names for both men and women reflect a person's recent ancestry. An example for a male is: "Ali bin Ahmed bin Saleh Al-Fulani"; for the woman: "Nura bint Ahmed bin Saleh Al-Fulani."

Men look after family logistics and have financial responsibility for the household. When a son assumes the role as head of the household, he also takes on financial responsibility for the entire family. Women are the primary caregivers for children, the sick, and elderly. Their daughters often assist them in maintaining the house and caring for others living in the home. The relationship among elders, parents, and children is one of respect and love.

*continued on next page*

Question #6 (Strong Response) *continued*

Elders are respected in Arab culture and expect to be respected. In family decision making, deference and respect are given to the grandmother to give advice on important family matters.

In Arab culture, names are an important sign of family connections. For example, a man, "Ali bin Ahmed bin Saleh Al-Fulani," has a given name by which his friends address him, "Ali." The remainder of his name, "bin Ahmed bin Saleh Al-Fulani," means that he is the son (bin) of Ahmed who, in turn, is the son (bin) of Saleh. Finally, "Al-Fulani" is the family name.

Family is the foundation of Arab society, centering on honor, dignity, loyalty, and reputation. Children grow up with strong connections and closeness to their parents and extended family members. These connections continue even after the children are grown and leave home or marry.

The Arab naming practice, although seemingly long, is a logical structure to decipher a person or family's ancestry. Names play important roles in Arab culture in which they convey a family's honor, respect, and very strong connections to one's family. Names identify the family's lineage beginning with the father, and continuing back to the grandfather.

# Scoring Information for CSET: Arabic Subtest I

Because the questions on CSET: Arabic Subtest I 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 questions. 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 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 20–22). Each response will be assigned a score based on an approved scoring scale (see pages 20–23).

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

## Performance Characteristics and Scoring Scales for CSET: Arabic Subtest I

### A. SHORT (FOCUSED)-RESPONSE QUESTIONS (except Linguistics of the Target Language: Transformation and Error Analysis)

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the General Linguistics and Linguistics of the Target Language questions (except Linguistics of the Target Language: Transformation and Error Analysis) on CSET: Arabic Subtest I.

<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 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  
(Language Structures and Contrastive Analysis)***

- 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.

***Relevant Subject Matter Requirements for Linguistics of the Target Language  
(Sociolinguistics and Pragmatics)***

- 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.

**Scoring Scale.** Scores will be assigned to each response to the General Linguistics and Linguistics of the Target Language questions (except Linguistics of the Target Language: Transformation and Error Analysis) on CSET: Arabic Subtest I 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 Languages Other Than English.</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 Languages Other Than English.</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 Languages Other Than English.</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 specified form or orthography of 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. 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 questions on CSET: Arabic Subtest I.

<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
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*Relevant Subject Matter Requirements for Linguistics of the Target Language  
(Transformation and Error Analysis)*

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

**Transformation**

For these 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**

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

The candidate's response acceptably corrects the syntactic or linguistic error(s) found in the sentence, i.e., the response has located and corrected the error(s) 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 questions on CSET: Arabic Subtest I as a composite score according to the following scoring scale.

<b>SCORE POINT</b>	<b>SCORE POINT DESCRIPTION</b>
<b>3</b>	7–8 tasks correct
<b>2</b>	4–6 tasks correct
<b>1</b>	0–3 tasks correct

**C. EXTENDED-RESPONSE QUESTIONS**

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the extended-response questions on CSET: Arabic Subtest I.

<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 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 extended-response questions on CSET: Arabic Subtest I according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p><b>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</b></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><b>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</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>• 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><b>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</b></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><b>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</b></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><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	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>