



# 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.

*(The examinee will hear and read in the test booklet:)*

1. **This assignment is a listening comprehension exercise. You will hear a conversation. After you have heard the conversation twice, you will respond in writing to the assignment that appears in your test booklet. Before you hear the conversation, you will be given 30 seconds to study the assignment. Begin studying the assignment now.**

*(The examinee will read in the test booklet:)*

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 that appears in your test booklet.**

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.

2. Read the passage below; then complete the exercise that follows.

من الناس من يتميز بالقدرة على إقناع الغير ولو كان مخطئا، فيحبك كلامه حبكا، 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 أني قرأت يوما مقالة لكاتب ينتقد دعاة تعريب الطب لما للمصطلحات الطبية العربية من غرابة وعجب. وقد استفتح مقالته 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 وجدتني 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.

**3. 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.**

*(The examinee will hear and read in the test booklet:)*

4. **Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in Arabic. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.**

*(The examinee will read in the test booklet:)*

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 instructions above; then two minutes to respond on audiotape.)*

*(The examinee will hear and read in the test booklet:)*

5. **Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in Arabic. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.**

*(The examinee will read in the test booklet:)*

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 instructions above; then two minutes to respond on audiotape.)*




For question 3, examinees would record their written response on a two-page response sheet located in their answer document. The length of their response to this 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> AM <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: 30px;"></div><div style="border: 1px solid black; width: 40px; height: 30px;"></div></div>	<b>Assignment</b> <b>5</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.**

DO NOT WRITE OUTSIDE THESE MARGINS.



0000000101BB55

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

**BB PAGE 11**GO ON TO THE NEXT PAGE.

CONTINUE YOUR RESPONSE HERE.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

BB PAGE 12

STOP. END OF ASSIGNMENT 5

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

### Language and Communication: Listening Comprehension

#### Question #1 (Strong 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 تتبع من واقع المجتمع العربي لفنانين 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 #2 (Strong 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 ألف 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 #3 (Strong 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 وتتفتح 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

**Question #3 (Weak Response)**

عزيزي محسن،

سان فرانسيسكو مدينة جميلة. فيها جبال كبيرة وأشجار كثيفة. سان فرانسيسكو جزء من الـ"باي إريا" وجوها بديع! توجد مدارس وجامعات كثيرة، وحدائق واسعة. سان فرانسيسكو قريبة من منطقة وادي السليكون. الناس هنا طبييين ومن بلاد كثيرة. أنا متأكد من إنك ستحب سان فرانسيسكو، فأنا أحبها كثيرًا!

إلى اللقاء يا صديقي

إبراهيم

**Language and Communication: Oral Expression****Question #4**

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 #4 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 #5**

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 #5 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

## 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 10–15 minutes (for written responses) or 2 minutes (for oral responses) 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 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 17). Each response will be assigned a score based on an approved scoring scale (see pages 16–18).

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.

<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.

## Arabic Subtest II

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**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.

<b>SCORE POINT</b>	<b>SCORE POINT DESCRIPTION</b>
<b>3</b>	<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> <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>	<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> <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>	<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> <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>	<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</b>	<b>The "B" (Blank) is assigned to a response that is blank.</b>

*For Oral Expression:*

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

**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.

<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: Arabic Subtest II 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 specified form or orthography of the target language, 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>