



California
Subject
Examinations for
Teachers®

TEST GUIDE

FARSI SUBTEST I

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Farsi Subtest I

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

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 Farsi 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 Farsi and English, write a response, in either Farsi or English, in which you explain two main differences between the verb systems of Farsi and English. Give specific examples in Farsi and English to support your response.

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

To demonstrate your understanding of the sociolinguistic features of Farsi and the cultural norms of Persian culture, write a response, in either Farsi or English, in which you:

- identify two situations in which greetings and leave-takings in Farsi 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 Farsi.

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

افسانه نامه را نوشت و فرستاد.

B. Rewrite the sentence below, transforming it from present tense to future tense.

آن مرد آمد و بچه هائی را که جائی نداشتند به خانه خود دعوت کرد.

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

آذر گفت: من شما را در مغازه لباس فروشی ملاقات خواهم کرد.

D. Rewrite the sentence below, transforming it from a command to a question.

ساعت شش اینجا باش!

PART II

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

E. لوئیز تقاضا کند تمام مدارک به رئیس او فرستاده می شود.

F. پلیس ها در خیابان های شهر پخش تا دزد را بگیرند.

G. اگر درس می خوانید نمره های شما خوب نمی باشد.

H. آیا بدانید از کدام راه به سینما بروید؟

5. Read the *ghazal* below by Háfiz (c. 1325–1390); then complete the exercise that follows.

شربتتی از لب لعلش نچشیدم و برفت
 روی مه پیکر او سیر ندیدم و برفت
 گوئی از صحبت ما نیک بتنگ آمده بود
 بار بر بست و بگردش نرسیدیم و برفت
 بس که ما فاتحه و حرز یمانی خواندیم
 وز پیش سوره اخلاص دمیدیم و برفت
 عشوه میداد که از کوی ارادت نرویم
 دیدی آخر که چنان عشوه خریدیم و برفت
 شد چمان در چمن حسن و لطافت لیکن
 در گلستان وصالش نچمیدیم و برفت
 همچو حافظ همه شب ناله و زاری کردیم
 کای دریغا بود اعش نرسیدیم و برفت

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

- describe the mood of the *ghazal*;
- analyze how the poet uses figurative language to create the mood; and
- discuss one major contribution that Háfiz made to Persian literature.

6. Complete the exercise that follows.

In the history of every culture, there are important people (e.g., artists, writers, political figures, scientists, philosophers, educators) who contribute to the culture's development and evolution. Using your knowledge of Persian history and culture, identify and discuss such a person in the history of Persian culture. You may write your response either in Farsi or in English. In your response, you may wish to include, but are not limited to, the following topics:

- the identification of a person of particular importance in the development and evolution of Persian culture;
- a description of the most significant accomplishments or activities of that person's life;
- an analysis of the contribution that person made to the development and evolution of Persian culture.

Be sure to give specific examples to support your claims.

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.

Seat 99901 PM Form # CS 11/04/2006	ID# : 9-999-999-9 <small>DO NOT WRITE IN THIS BOX.</small> <div style="display: flex; justify-content: space-around; width: 100%;"><div style="border: 1px solid black; width: 40px; height: 40px;"></div><div style="border: 1px solid black; width: 40px; height: 40px;"></div></div>	Assignment <b style="font-size: 2em;">4 Response Sheet
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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.


99999999190AA4S

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.

F.

G.

H.

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

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: Farsi 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)

One major difference between the verb systems of English and Farsi can be seen in the conjugation of present tense verbs. In Farsi, the conjugation of the present tense requires the addition of a prefix ("mi-") as well as the use of inflectional endings to show person and number. In English, prefixes are not part of the conjugation of a verb. In addition, because some of the inflected verbs share the same form, a pronoun is usually necessary in English to indicate person and number. This is not the case in Farsi, as all six inflectional endings are different. The information about the pronoun is embedded in the ending. These difference in the present tense conjugation can be seen in the following examples:

I bring	we bring	می آوریم	می آورم
you bring	you (plural) bring	می آورید	می آوری
he, she brings	they bring	می آورند	می آورد

A second significant difference between the verb systems of English and Farsi is that the Farsi verb system employs a wide and rich variety of compound verbs. Unlike in English, the majority of verbs in Farsi are compound verbs. These verbs can consist of a base (auxiliary) verb added to a noun, an adjective, or a prepositional phrase. For example, the concepts expressed by the English verbs "to listen," "to speak," and "to hope" are expressed in Farsi through compound verbs in which auxiliary verbs are combined with nouns:

گوش کردن
 صحبت کردن
 امید داشتن

continued on next page

Question #2 (Strong Response) *continued*

Similarly, the concepts expressed by the English verbs "to turn on (a light)" and "to open" are expressed in Farsi through compound verbs in which auxiliary verbs are combined with adjectives:

روشن کردن

باز کردن

Finally, while English does form some compound verbs by combining a verb with a preposition ("to pick up, to seek out"), there are many Farsi verbs that use this type of combination where English does not. For example, the meaning that is expressed in English by the verb "to return" is expressed in Farsi as:

برگشتن

Question #3 (Strong Response)

یکی از موقعیتهایی که از سلام و خداحافظی در فرهنگ و آداب ایرانی می توان به آن اشاره کرد زمانی است که دو دوست با یکدیگر ملاقات می کنند. و وقتی دو دوست بهم می رسند می گویند: "سلام، چطوری؟". و در هنگام خداحافظی می گویند "خداحافظ".

موقعیت دیگر زمانی است که کارمند با رئیسش برخورد می کند. در این موقعیت می گوید:

"سلام عرض می کنم، حال شما چطور است". و در موقع خداحافظی احتمالاً می گوید:

"با اجازه از حضورتان مرخص می شوم".

همچنین ممکن است که در صحنه اول همدیگر را بغل کنند و ببوسند و لیکن در موقعیت دوم قط

دست می دهند و یا تعظیم می کنند.

Question #4 (Strong Response)

- A. نامه نوشته شده و فرستاده شد.
- B. آن مرد خواهد آمد و بچه هایی را که جایی ندارند به خانه خود دعوت خواهد کرد.
- C. آذر گفت: که مرا در مغازه لباس فروشی ملاقات خواهد کرد.
- D. آیا می توانی ساعت شش اینجا باشی؟
- E. لوئیز تقاضا می کند که تمام مدارک به رئیس او فرستاده شود.
- F. پلیسها در خیابانهای شهر پخش شدند تا دزد را بگیرند.
- G. اگر درس نخوانید نمره های شما خوب نخواهد شد...
- H. آیا می دانید از کدام راه به سینما بروید؟

Literary and Cultural Texts and Traditions

Question #5 (Strong Response)

In this ghazal, a lover tells of his grief and puzzlement at the sudden departure of his beloved. The ghazal is a short poem in which the lover shows complete devotion to an idealized beloved who could be a patron, God, or simply a lover. Typically in the Persian ghazal, emotions such as grief, joy, or passion set the mood of the poem and are usually strongly exaggerated using conventional language and symbolism. The mood of this ghazal is one of profound grief and sorrow.

Háfiz establishes the mood of the ghazal by using imagery and symbolism related to a lover reflecting on his departed beloved. In the two first lines of this ghazal, the poet expresses the great beauty of the suddenly departed beloved, which hints at the depth of the lover's grief and sorrow over her departure. The following couplets reinforce the first one, as the lover's feelings of helplessness and grief are explored. Still using imagery related to a relationship with a lover, the poet finally explains that, despite the lover's devotion, an anticipated encounter with the beloved in the "garden of union" will not take place. The beloved has left for good. In the last couplet, as is the norm for the ghazal form, the poet introduces himself using his pen-name, "we wailed and wept all night just like Háfiz." This may refer to the poet's own state of mind, giving the audience additional insight into the mood of the poet and poem.

Háfiz is one of the most influential Persian poets. He largely contributed to the development of the Persian ghazal, a form that evolved from pre-Islamic Persian court poetry. His mastery of the Persian language's nuances, colloquialisms, conventions, and musicality allowed him to create intense poems that remained accessible to all types of audiences. He helped make poetry accessible to all. Háfiz's extensive diwan is still studied, sung, imitated, and very much appreciated throughout the Persian-speaking world.

Cultural Analysis and Comparisons

Question #6 (Strong Response)

Shirin Ebadi is an Iranian lawyer and a human rights activist. She is the founder of two Iranian nongovernmental organizations: the Society for Protecting the Rights of the Child and the Defenders of Human Rights Center.

Shirin Ebadi was born in northwest Iran, but came to Tehran as a small child. Upon finishing secondary school, she entered Tehran University, where she studied law. As a fresh university graduate she took the entrance exams for the department of justice, and after a six-month apprenticeship began service as a judge. She lost this position nine years later as a result of the Iranian revolution and for an interim of some 13 years she was unable to find employment as a judge or a lawyer. During this time she published widely on different aspects of Iranian law and human rights, including works focusing specifically on children's rights and women's rights.

Shirin Ebadi succeeded in obtaining a lawyer's license and in that capacity represented victims of child abuse, the families of victims of political persecution, and publishers of banned periodicals. She also drafted the original text of the law against physical abuse of children, which was passed by the Iranian parliament in 2002. In 2003, Ebadi was awarded the Nobel Peace Prize for her work in the field of human rights of women and children. She is the first Iranian and the first Muslim woman to receive this prize. Shirin Ebadi has been a frequent lecturer at campuses in the United States. Her presentations include such subjects as women's issues, human rights, world peace, Islam, and her own country, Iran.

continued on next page

Question #6 (Strong Response) *continued*

Shirin Ebadi's impact on modern-day Iran is not restricted to a single segment or facet of society. Her initiative and efforts in support of children's rights have placed the plight of abused children in the public spotlight and effected meaningful social change. With her many career accomplishments, she has become a persuasive role model for modern Iranian women. Through her overseas academic work, Ebadi has become an eminent representative of Iranian culture and an outspoken defender of Iranian independence and sovereignty. And as a Nobel Peace Prize recipient, she is a source of pride for the Persian-speaking world.

Scoring Information for CSET: Farsi Subtest I

Because the questions on CSET: Farsi 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: Farsi 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: Farsi Subtest I.

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

Relevant Subject Matter Requirements for General Linguistics

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

***Relevant Subject Matter Requirements for Linguistics of the Target Language
(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: Farsi Subtest I according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>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.</p> <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	<p>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.</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. • There is acceptable relevant supporting evidence.
1	<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 Languages Other Than English.</p> <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.
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 English, 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>

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: Farsi Subtest I.

SUBJECT MATTER KNOWLEDGE	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: Farsi Subtest I as a composite score according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	7–8 tasks correct
2	4–6 tasks correct
1	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: Farsi Subtest I.

PURPOSE	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
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 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: Farsi Subtest I 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 Languages Other Than English.</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 Languages Other Than English.</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 Languages Other Than English.</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 Languages Other Than English.</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 English, 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>