



# California Subject Examinations for Teachers®

## TEST GUIDE

### FARSI SUBTEST II

### Sample Questions and Responses and Scoring Information

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

Below is a set of questions that are similar to the questions you will see on Subtest II of CSET: Farsi. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

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

*(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 Farsi or English, in which you:

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

(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.**

خام: سلام، انجمن تجاری ایرانیان سانفرانسیسکو.

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

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

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

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

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

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

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

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

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

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

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

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

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

*(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 Farsi. 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 Farsi-speaking friend has been offered a job in a city near where you live, and asks your opinion on the pros and cons of living and working in your area. Speaking in Farsi, discuss the advantages and disadvantages of living and working in your area. In your response you may include, but are not limited to, the following topics:

- a brief description of some of the important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, cultural amenities, educational and medical facilities, recreational and entertainment options); and
- an analysis of the advantages and disadvantages of living and working in your area.

*(The examinee will have two minutes to study the 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 Farsi. 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 devoted to the study of Farsi. You are asked to speak to a group of students at the institute about your previous college experiences. Speaking in Farsi, describe a college or university you have attended. In your response you may include, but are not limited to, the following topics:

- a description of a college or university you have attended;
- an explanation of why you chose to attend that college or university; and
- an analysis of why you would or would not recommend this college or university.

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

## **Acknowledgments**

**Question  
Number**

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



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><br>AM<br><b>Form #</b><br>CS 11/04/2006   | <b>ID# : 9-999-999-9</b><br><small>DO NOT WRITE IN THIS BOX.</small><br><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><br><b>5</b><br><b>Response Sheet</b> |
| <b>DIRECTIONS</b><br>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 black; min-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;">0000000101BB55</div></div>   | <b>BB 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.

BB PAGE 12

STOP. END OF ASSIGNMENT 5

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

### Language and Communication: Listening Comprehension

#### Question #1 (Strong Response)

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

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

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

## Language and Communication: Reading Comprehension

### Question #2 (Strong Response)

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

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

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

## Language and Communication: Written Expression

### Question #3 (Strong Response)

An example of a strong response to sample question #3 will be available at a later date.

### Question #3 (Weak Response)

من در کلاس زبان فارسی فهمیدم که طرز بیان کلمات در زبان.  
بیگانه خیلی مهم است و گاهی ما فکر می کنیم که درست صحبت می کنیم در صورتی که در واقع اینطور  
نیست.

## 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, cultural amenities, educational and medical facilities, educational and medical facilities, recreational and entertainment options)
- an analysis of the advantages and disadvantages of living and working in your area

### Question #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 explanation of why you chose to attend that college or university
- an analysis of why you would or would not recommend this college or university

## Scoring Information for CSET: Farsi Subtest II

Because the questions on CSET: Farsi Subtest II are of two types—one type requiring a short (focused) response taking approximately 10–15 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 18). Each response will be assigned a score based on an approved scoring scale (see pages 17–19).

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

### Performance Characteristics and Scoring Scales for CSET: Farsi Subtest II

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

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

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

#### *Relevant Subject Matter Requirements for Listening Comprehension*

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

#### *Relevant Subject Matter Requirements for Reading Comprehension*

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

#### *Relevant Subject Matter Requirements for Oral Expression*

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

**Scoring Scale.** Scores will be assigned to each response to the short (focused)-response questions on CSET: Farsi Subtest II according to the following scoring scale.

| SCORE POINT | SCORE POINT DESCRIPTION  |
|-------------|--|
| <b>3</b>    | <p>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is an accurate application of relevant subject matter knowledge.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>                     |
| <b>2</b>    | <p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• There is acceptable relevant supporting evidence.</li> </ul>                  |
| <b>1</b>    | <p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is only partially or not achieved.</li> <li>• There is limited or no application of relevant subject matter knowledge.</li> <li>• There is little or no relevant supporting evidence.</li> </ul> |

*For Listening Comprehension and Reading Comprehension:*

|          |  |
|----------|--|
| <b>U</b> | The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score. |
| <b>B</b> | The "B" (Blank) is assigned to a response that is blank.   |

*For Oral Expression:*

|          |  |
|----------|--|
| <b>U</b> | The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, inaudible/incomprehensible, not in the target language, or does not contain a sufficient amount of original work to score. |
| <b>B</b> | The "B" (Blank) is assigned to a response that is blank.   |

**B. EXTENDED-RESPONSE QUESTION**

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the extended-response question on CSET: Farsi Subtest II.

|   |   |
|---|---|
| <b>PURPOSE</b>                            | The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements. |
| <b>SUBJECT MATTER KNOWLEDGE</b>           | The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.                               |
| <b>SUPPORT</b>                            | The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.                              |
| <b>DEPTH AND BREADTH OF UNDERSTANDING</b> | The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.                                     |

***Relevant Subject Matter Requirements for Written Expression***

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

**Scoring Scale.** Scores will be assigned to each response to the extended-response question on CSET: Farsi Subtest II according to the following scoring scale.

| SCORE POINT | SCORE POINT DESCRIPTION  |
|-------------|--|
| 4           | <p><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>   |