



California
Subject
Examinations for
Teachers®

TEST GUIDE

**MULTIPLE SUBJECTS
SUBTEST III**

**Sample Questions and Responses
and Scoring Information**

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Sample Test Questions for CSET: Multiple Subjects Subtest III

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest III of CSET: Multiple Subjects. 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. In a third-grade physical education class, students work on the challenge below.

- Assume a balanced pose with your feet together.
- The teacher will try to gently push you off balance while you try to maintain your balance.
- Assume a balanced pose once again, this time with your feet spread apart.
- The teacher will again try to gently push you off balance while you try to maintain your balance.
- Identify which of the positions, feet together or feet apart, helped you maintain your balance.

This activity is best designed to promote students' awareness of how:

- A. a change in the speed or rhythm of movement affects stability.
- B. raising the body's center of gravity improves stability.
- C. a decrease in the load on support muscles increases stability.
- D. increasing the body's base of support improves stability.

2. A sixth grader's family fitness program includes bicycling. To begin, the student and his father agree to ride three times each week for 20 minutes each session. According to the FITT (frequency, intensity, time, type) criteria for fitness training, which of the following is an accurate application of the principle of *time* to this program?

- A. gradually increasing the duration of each session
- B. gradually increasing the number of sessions each week
- C. gradually increasing the load involved in the activity (e.g., by adding weight to a backpack)
- D. alternating the number of sessions each week

3. Of the following, the most important consideration in selecting a physical education activity for an elementary school class is to ensure that the selected activity:
- A. includes components that build children's strength and endurance.
 - B. enables all children to participate comfortably and enhance their movement skills.
 - C. includes both individual and group components.
 - D. has interdisciplinary connections with several academic content areas.
4. Which of the following strategies is likely to be most effective in promoting upper elementary students' application of goal-setting skills in the context of physical activity?
- A. Have students engage in team activities in which team members must collaborate and reach consensus about strategies in order to succeed.
 - B. Guide students in analyzing their own individual fitness test results and designing an activity program to enhance their personal fitness level.
 - C. Organize physical education activities so that only one or two components of health-related fitness are addressed at one time, rather than all components simultaneously.
 - D. Organize a series of fitness activities in a circuit, and require that students demonstrate a predetermined level of competence in each activity before moving on to the next.

5. In the United States, increased societal awareness of health and fitness issues has led to which of the following trends in physical education at the elementary school level?
- A. an increased interest in returning to traditional physical conditioning methods such as calisthenics and circuit training
 - B. an increased emphasis on programs designed to promote individuals' lifelong participation in physical activity
 - C. an increase in the amount of time allotted each day for student participation in physical education classes
 - D. an increase in the use of standardized paper-and-pencil tests to evaluate students' understanding and application of fitness principles
6. Which of the following responses by a child to the question "Why is it wrong to steal?" represents the *least* advanced stage of moral development?
- A. "Because it's not fair to the person who owns it."
 - B. "Because you should pay for it."
 - C. "Because what if everybody stole things?"
 - D. "Because you might get caught."
7. Which of the following statements is most consistent with a multiple-factor view of intelligence?
- A. Intelligence is a relatively stable attribute that correlates closely to academic success.
 - B. Intelligence is a complex construct that cannot be defined in any meaningful way.
 - C. Individual differences in intelligence are primarily a function of genetic variability.
 - D. Intelligence consists of various components and is susceptible to change.
8. Which of the following children is most clearly in need of adult intervention to develop more positive long-term patterns of social interaction?
- A. a kindergartner who wishes to spend much of her free play time with one best friend
 - B. a fifth grader who constantly annoys classmates with teasing and disruptive behavior
 - C. a fourth grader who prefers to play with groups of girls rather than in mixed-gender groups
 - D. a first grader who often talks to himself when playing alone or with other children

9. Between the ages of six and eight, children typically become able to participate in a much greater range of activities primarily as a result of:
- A. a significant increase in fine-motor control.
 - B. a latency period of minimal physical growth and development.
 - C. a sudden, dramatic improvement in gross-motor control.
 - D. the establishment of handedness and footedness.
10. Of the following factors, which is likely to have the greatest influence on an individual's ability to develop formal operational thinking skills?
- A. the age at which the individual masters the basic elements of his or her primary language
 - B. the individual's access to a variety of technological tools, such as computers
 - C. the quality and quantity of the individual's peer and other interpersonal interactions
 - D. the availability of opportunities for the individual to practice tasks requiring the targeted skills
11. In dance, the term *form* most commonly refers to the:
- A. relationship between dancers and space in a work.
 - B. theme on which a work is based.
 - C. rhythmic pattern to which a work is set.
 - D. structural organization of a work.
12. When choosing a song for young, inexperienced singers, it is most important to consider which of the following elements of music?
- A. range
 - B. tempo
 - C. dynamics
 - D. phrasing

13. As part of a theatre exercise, a fourth-grade teacher asks students to react, without talking, to given scenarios. The scenarios include situations such as stepping in gum, hearing a loud noise, and walking in a cold wind. This exercise is most likely designed to help students develop an understanding of:
- A. the value of being attentive to everyday events.
 - B. how movement is used to communicate feelings.
 - C. the importance of verbal communication.
 - D. the similarities among all types of people.
14. Which of the following is the simplest technique for creating a feeling of spatial depth on a flat surface?
- A. linear perspective
 - B. overlapping
 - C. atmospheric perspective
 - D. chiaroscuro

15. Use the reproduction below of *Third-Class Carriage* by Honoré Daumier to answer the question that follows.

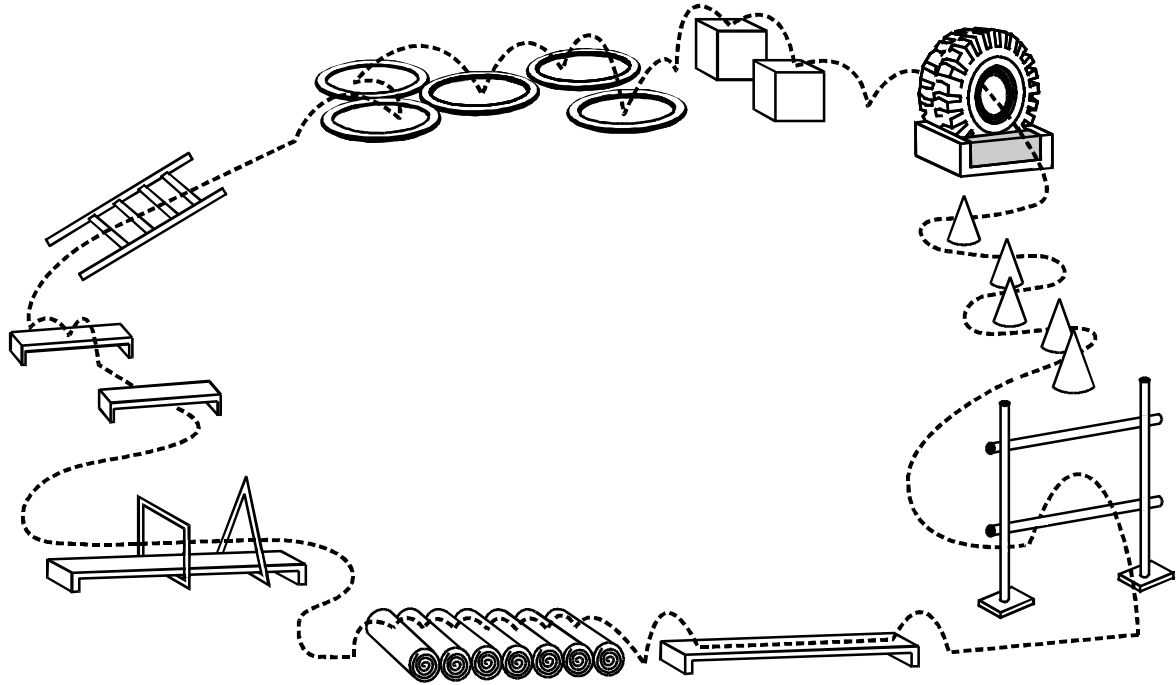


In this work, the artist's use of strong value contrasts has the effect of:

- A. imparting a sense of continuous movement.
- B. establishing the dominance of the two women in the foreground.
- C. creating an impression of expansive space.
- D. merging the painted environment with the real environment of the viewer.

16. Complete the exercise that follows.

Shown below is an obstacle course used in a physical education program for children in the early elementary grades.



Using your knowledge of physical education activities, discuss two ways in which use of this obstacle course can promote young children's development of movement skills and concepts.

17. **Complete the exercise that follows.**

Using your knowledge of human development:

- identify one change that typically occurs in children's thinking between the ages of 6 and 12; and
- discuss the significance of that change for children's everyday lives and functioning.

18. Use the Japanese children's song *The Moon Is Coming Out* below to complete the exercise that follows.

Serenely

Now the moon is com - ing out!

Big and round, so big and round, as round as a tray.

Moon is big and round, just like a tray.

Using your knowledge of vocal music, prepare a response in which you:

- describe the melody, rhythm, and form of this song; and
- discuss one reason why this song would be appropriate for elementary school students to sing.

Acknowledgments

Question Number

15. Daumier, Honoré. *Third-Class Carriage*. (1862). All rights reserved, The Metropolitan Museum of Art. Reprinted by permission.

18. "The Moon Is Coming Out" from *Children's Songs from Japan*. Words and music by Akiyama Kazue and Florence White. Copyright © 1960 by Edward B. Marks Music Company. Copyright renewed. International copyright secured. All rights reserved. Used by permission.

Annotated Responses to Sample Multiple-Choice Questions for CSET: Multiple Subjects Subtest III

Physical Education

1. **Correct Response: D.** (SMR Code: 1.1) In a static balance pose such as standing, the legs and feet are the base of support. Placing the feet together creates a narrow base of support for the body, while placing the feet farther apart widens the base of support, which improves stability and balance. The movement activity is designed to promote students' awareness of how increasing the body's base of support improves stability.
2. **Correct Response: A.** (SMR Code: 1.2) This question requires an understanding of physical conditioning principles such as overload, specificity, and progression, as well as the variables that affect them, which are summarized in the acronym FITT (frequency, intensity, time, and type). In aerobic activities such as bicycling, appropriate manipulation of frequency, intensity, and time results in increased cardiorespiratory benefits. *Time* refers to the duration of an activity, and gradually increasing the duration of bicycling sessions is an accurate application of *time* in relation to the principle of progression.
3. **Correct Response: B.** (SMR Code: 1.3) According to National Association for Sport and Physical Education (NASPE) standards, a physically educated person should learn skills for performing a variety of physical activities and should participate regularly in physical activity. Elementary physical education classes can best promote achievement of these standards through activities that are developmentally appropriate and that maximize opportunities for all students' safe participation and skills development. This will allow students to feel comfortable while exploring movement concepts and developing fundamental motor skills and will encourage positive attitudes about physical activity and maintenance of a physically active lifestyle.
4. **Correct Response: B.** (SMR Code: 2.2) Expectations for student fitness in relation to components of health-related fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition, should be established on an individual basis, taking into account current fitness level and other factors. Guiding students to analyze their own fitness needs and design an individualized activity program offers valuable experience in goal setting and related skills, such as problem solving, decision making, and self-assessment.
5. **Correct Response: B.** (SMR Code: 3.2) In recent decades, studies of fitness among youth in the United States have revealed declining levels of physical activity. Together with other trends, reduced physical activity has resulted in an increased percentage of youth who are unfit and/or overweight. Physical educators have responded by designing programs that emphasize fitness and lifelong participation in physical activity, beginning in the earliest grades.

Human Development

6. **Correct Response: D.** (SMR Code: 1.1) At the earliest stage of moral development, a child's moral judgments are based on a perceived need to follow rules and a desire to avoid punishment. As children get older, such judgments increasingly reflect other factors, such as the motivations underlying an act, the need to maintain social order, and the principles and values that make for a good society. Response choice D ("Because you might get caught") reflects the earliest stage of moral development.

7. **Correct Response: D.** (SMR Code: 1.1) In recent years, the limitations of a view of intelligence as a single, stable attribute have led to the development of various multiple-factor models, such as Howard Gardner's multiple intelligences and Robert Sternberg's triarchic theory of intelligence. Such models share the idea that intelligence consists of various components and is susceptible to change.
8. **Correct Response: B.** (SMR Code: 2.1) By fifth grade, children can be expected to monitor and control their own behavior in most school situations and to exhibit positive, cooperative behaviors in interactions with peers. The fifth grader described has failed to develop the social awareness and skills expected of children this age and would benefit from adult intervention. In contrast, the behaviors described in the other responses are appropriate for children at the specified grade levels.
9. **Correct Response: A.** (SMR Code: 2.2) Children's fine-motor skills improve during the elementary years, especially between the ages of six and eight. This increase in fine-motor control enables children to participate successfully in many activities they previously would have found difficult or impossible, such as handwriting, dressing and eating without adult assistance, and pursuing hobbies and crafts that require substantial manual dexterity.
10. **Correct Response: D.** (SMR Code: 3.1) Formal operational thinking involves the ability to think systematically by using logical reasoning to formulate alternative hypotheses about an event or other occurrence and then deduce which one is accurate. Research results indicate that differences in experience, especially regarding the availability of opportunities to apply this type of thinking, can play a significant role in increasing or decreasing the likelihood that an individual will develop formal operational thinking skills.

Visual and Performing Arts

11. **Correct Response: D.** (SMR Code: 1) In dance, the overall structural organization or plan for patterning and sequencing movement is known as *form*. Some examples of dance forms include AB, ABA, call and response, rondo, theme and variation, and canon.
12. **Correct Response: A.** (SMR Code: 2) Young, inexperienced singers typically have a very limited vocal range. Most can sing accurately between five to eight pitches in the octave above middle C.
13. **Correct Response: B.** (SMR Code: 3) In this exercise, the students are not allowed to use words to express themselves. This forces the students to observe and concentrate on how their movements express their feelings to others. The use of several different scenarios provides students with multiple opportunities to explore the concept of nonverbal communication.
14. **Correct Response: B.** (SMR Code: 4) Various techniques can be used to create an illusion of three-dimensional space on a picture plane. One of the simplest and most basic is overlapping, which relies on the fact that the human eye interprets superimposed images in spatial terms. That is, when one object overlaps another, the former is perceived to be in front of the latter. In a drawing or painting, overlap establishes a feeling of depth.
15. **Correct Response: B.** (SMR Code: 4) In a work of art, the *value* of a color or area refers to its relative lightness or darkness. Juxtaposing areas of very light value and very dark value often serves to emphasize one or the other. In *Third-Class Carriage*, Daumier has used high-keyed values to highlight the two women in the foreground, while the darker figures surrounding them disappear into low-keyed obscurity. The viewer's attention is focused on the most important images, the two women whose postures and facial expressions carry the emotional content of the work.

Examples of Responses to Sample Constructed-Response Questions for CSET: Multiple Subjects Subtest III

Physical Education

Question #16 (Score Point 3 Response)

Two ways the obstacle course can promote young children's development of movement skills and concepts are:

1. To improve gross-motor skills -- both locomotor and non-locomotor. Climbing, crawling, walking, hopping, and jumping through the obstacles helps children develop better balance, stability and coordination, in turn improving the actual motor skill. Part of the gross-motor skills is good body awareness. Students can practice safe movement in a whole group while maintaining safe self-space.
2. To help develop concepts of directionality. The teacher can reinforce terms such as under, over, through, around, up, down, right/left, and backward/forward while students show an understanding of both receptive and expressive language skills through demonstration and verbalization.

Question #16 (Score Point 2 Response)

This is a very complicated and interesting obstacle course that can teach children to jump, climb, balance, crawl, go over and under, and zigzag. It would definitely help to develop coordination and balance. Balance would be needed for the long narrow plank, and also for the following obstacle, that looks like rolled-up gym mats. Then there is a series of mini-trampolines or maybe hula hoops where the child must jump from one to the next. This would take good balance and coordination both. Coordination would also be needed for running around the traffic cones with its quick changes in direction. It's hard to tell if the bars on the hurdle are the kind that fall off if you touch them. If they are, then climbing through between the two of them without knocking them down would certainly require balance and coordination too.

Question #16 (Score Point 1 Response)

There are many ways the obstacle course shown can promote young children's development of movement skills and concepts. By having students go through as quickly as possible, the teacher will be able to see which students are the most coordinated. They could divide the students into teams to compete in a relay race. Another way the obstacle course could be used is to have students choose a partner and come up with a game to be played using their assigned obstacle.

Movement skills and concepts are important for early elementary grades to improve skills and understanding and an obstacle course is easy to set up and does this well.

Human Development

Question #17 (Score Point 3 Response)

Between the ages of six and twelve, children become less egocentric. Among other things, this means that as they are more aware of their social context and the feelings of other people and can take these into account; they also have a better-developed ability to anticipate the consequences of their actions, even consequences that are not immediate. Both these abilities greatly affect the behavior of children in this age range. They are able to be compassionate and generous: to share things, to avoid hurting other people's feelings. They are able to follow instructions and obey rules in order to win approval and avoid punishment or danger: they can play a game by the rules and not cheat, they can get their homework done on time, and they can be trusted to cross the street safely. They can also make plans and work toward goals, so they can practice to learn skills, or save money toward some expensive purchase.

Question #17 (Score Point 2 Response)

As children age from six to twelve their language skills change a great deal. Take speech: a young child speaks out loud to guide himself in a task; a twelve-year-old speaks primarily to communicate with others. And reading: a six-year-old can barely read; a twelve-year-old can read chapter books.

These language changes influence the child's everyday life. As the child matures, voiced language becomes more a tool for connection and communication

continued on next page

Question #17 (Score Point 2 Response) continued

rather than a form of self-guidance. As children learn to talk, develop fluency, and become skilled in conversation, they become socialized to others. They learn the dynamics of human communication: ask and answer, speak and listen.

In addition to verbal language development, written language (literacy) development also affects a child's everyday life and functioning. A literate person can take in a great deal more information than a non-reader, and can do this independently. A literate person can also express his or her ideas in writing. So a twelve-year-old can form ideas based on facts they have acquired on their own rather than what they have heard from others, and can organize these ideas in written form.

These dramatic changes in language in six short years transform a child's ability to reflect on his or her daily experiences from concrete and limited to verbally rich and expressive.

Question #17 (Score Point 1 Response)

As children develop their thinking processes between the ages of six and twelve, they begin to develop an ability to tell the difference between make believe and reality. The significance this would have on their lives is that they no longer believe in Santa Claus, the Easter bunny, or Superman. However, they still may not be able to give up the belief that some things are impossible. They may not yet be able to judge the truth of certain information they have been given. This is because the children between six and twelve remain egocentric.

Visual and Performing Arts

Question #18 (Score Point 3 Response)

This is a simple twelve-bar melody, with three four-bar phrases, written in 2/4 time. It is in the key of F major and uses only a six-note range. Rhythmically, it is also very simple, using only quarter notes and eighth notes. Its six-note range gives it a pentatonic sound, characteristic of Asian music.

This would be an appropriate song to teach elementary school children for a number of reasons. Its range and simplicity are suitable for beginning singers. The opening phrase is the simplest, all quarter notes, and then is elaborated in the eighth-note second phrase, which is fun to sing. The intervals are small (mostly seconds and thirds) and easily navigated. The lyrics are also simple and repetitive. At the same time, they are unexpected, so they're interesting: "Moon is big and round, just like a tray." The song could easily be taught by rote, or read by students who are beginning to learn to read music.

For children unfamiliar with non-Western music, this song could also serve as an introduction to the tonality of Japanese music. For Japanese-American children, the song might be pleasingly familiar.

Question #18 (Score Point 2 Response)

The children's song, *The Moon is Coming Out*, has a simple melody and rhythm that will make it easy to teach. It begins with all quarter notes and then speeds up with eighth notes in the middle which are twice as fast. But the marking, "serenely," tells us that the tempo will not be fast, so it will still be easy for children to sing. The range is very narrow. Another feature of this song that is child-friendly is the lyrics, which are very simple and repetitive. All children love the moon. It is a very short song, which is appropriate to small children's short attention spans.

Question #18 (Score Point 1 Response)

The Japanese children's song "The Moon Is Coming Out" is a simple song in 'Song Form.' It would be appropriate for elementary children to sing.

I would sing the song a phrase at a time and the children would echo me until they had the melody in their memory.

I would also invent hand and arm movements to add to the tactile or kinesthetic experience of the song.

Since there is very little rhythm, I would just have the children clap on the down beat to feel the steady beat.

Scoring Information for CSET: Multiple Subjects Subtest III

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are three constructed-response questions in Subtest III of CSET: Multiple Subjects. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the constructed-response 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). Each response will be assigned a score based on an approved scoring scale (see page 21).

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

Performance Characteristics for CSET: Multiple Subjects Subtest III

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: Multiple Subjects Subtest III.

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

Scoring Scale for CSET: Multiple Subjects Subtest III

Scores will be assigned to each response to the constructed-response questions on CSET: Multiple Subjects Subtest III 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 content specifications.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant content specifications. • 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 content specifications.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant content specifications. • 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 content specifications.</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 content specifications. • 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, primarily in a language other than 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>