



California Subject Examinations for Teachers®

TEST GUIDE

SPANISH SUBTEST I

Sample Questions and Responses and Scoring Information

Copyright © 2015 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

California Subject Examinations for Teachers, CSET, and the CSET logo are trademarks of the
Commission on Teacher Credentialing and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

CS-TG-QR145X-03

Sample Test Questions for CSET: Spanish Subtest I

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest I of CSET: Spanish. 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.

General Directions

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response assignment section. Each question in the first section is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing.

The second section contains one or more constructed-response assignments. You will be asked to provide a written response to each assignment. Directions for the constructed-response assignment(s) appear immediately before the assignment(s).

You may work on the multiple-choice questions and the constructed-response assignment(s) in any order that you choose. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session. You may go back and review your answers at any time during the testing session.

You may NOT use any type of calculator or reference materials during the testing session.

1. Knowledge of a language's derivational morphology would most likely help an individual:
 - A. reproduce the language's phonemes correctly, even when they appear in unfamiliar words.
 - B. recognize the language's grammatical markers, such as those indicating verb tenses and cases.
 - C. organize the language's words into syntactically correct phrases and sentences.
 - D. understand how new words are created based on the language's lexical roots.
2. In the genetic classification of languages, languages are classified according to:
 - A. geographical relationships between language populations.
 - B. standard ordering of the basic units of speech (subject, verb, object).
 - C. shared development from an earlier common language.
 - D. overlapping semantic categories of words.
3. Which of the following responses to the question below best represents an example of indirect communication?

"Asha, would you ask Geoff if he is coming to our party?"

 - A. "I'm not asking him anything!"
 - B. "I don't think I'll be seeing Geoff before then."
 - C. "I'll ask him tonight at the soccer game."
 - D. "I will, though I don't think he'll know his schedule yet."

4. According to Stephen Krashen's theory of comprehensible input, an individual's oral communication skills in a second language are most likely to develop in which of the following circumstances?
- A. The individual's errors in spoken language are corrected only if they interfere with the communication of meaning.
 - B. The individual is exposed only to language structures and vocabulary with which he or she is wholly familiar and comfortable.
 - C. The individual's errors in spoken communication are consistently corrected immediately after they occur.
 - D. The individual is exposed to language structures that are just beyond his or her current level of competence within the language.

5. The letter *c* in Spanish has a /k/ sound when *c* is immediately followed by which of the following letters?
- A. *a, e, i, o, or u*
 - B. *a, o, or u*
 - C. *e or i*
 - D. *a, e, or o*
6. **Select the response that correctly completes the sentence below.**
- Yo te _____ el libro en cuanto lo _____ de leer.
- A. devuelvo / terminaré
 - B. devolviera / terminara
 - C. devolveré / termine
 - D. devolví / terminará

7. Which of the following sets of verbs uses the same subject-verb-object (SVO) sentence structure as the verb *gustar*?

- A. *bañarse* and *cepillarse*
- B. *encantar* and *fascinar*
- C. *tomar* and *agarrar*
- D. *desear* and *preferir*

8. Select the response that correctly combines the two sentences below.

Estas son las señoras. Para ellas compramos los boletos.

- A. Estas son las señoras para quienes compramos los boletos.
- B. Estas son las señoras para cuales ellas compramos los boletos.
- C. Estas son las señoras para cuyas compramos los boletos.
- D. Estas son las señoras para que ellas compramos los boletos.

9. The underlined portions of the sentence below are grammatically incorrect. Select the response that corrects the errors.

Ella nunca pensaría que vivió allí a pesar de que desde niña ha soñado con eso.

- A. pensará / viviría / haya soñado
- B. piensa / vivía / hubo soñado
- C. pensó / viviría / había soñado
- D. pensaba / vivía / hubiera soñado

10. Which of the following best describes the settings in which the pronouns *ustedes* and *vosotros* are used in most of Spain?

- A. *Ustedes* is used only in formal settings and *vosotros* only in informal settings.
- B. *Ustedes* and *vosotros* are both used in informal settings.
- C. *Ustedes* is used only in informal settings and *vosotros* only in formal settings.
- D. *Ustedes* and *vosotros* are both used in formal settings.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

This section of the test consists of three constructed-response assignments. The assignments can be found beginning on the next screen.

Read each assignment carefully and think about how you will organize your responses before you begin to type. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters,

click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert.**" The character will be inserted where the cursor is positioned in the response box.

For each assignment, you are to prepare a response of approximately, but not limited to, 100–200 words in the target language or English. You may use the word-count feature in the lower left-hand corner of the response box to monitor the length of your response.

Your responses will be evaluated based on the following criteria.

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

Assignment 11: Relevant Subject Matter Requirements

- 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.

Assignments 12 and 13: Relevant Subject Matter Requirements

- 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.

Be sure to write about the assigned topic. You may not use any reference materials. Your responses must be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written to ensure that you address all aspects of the assignment and make any changes you think will improve your responses.

11. 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 Spanish 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) and provide one example of each.

12. Use the sentence below to complete the exercise that follows.

El jugador de fútbol me quitó el balón cuando yo trataba de pasártelo y por eso me molesté con él.

To demonstrate your understanding of the rules of Spanish orthography, write a response, in either Spanish or English, in which you provide justification for the written accent mark on each of the four underlined words in the sentence above.

13. Complete the exercise that follows.

To demonstrate your understanding of the linguistic structures of Spanish and English, write a response, in either Spanish or English, in which you:

- describe, for both present and past events, the way in which probability or conjecture is typically expressed in Spanish;
- describe, for both present and past events, the way in which probability or conjecture is typically expressed in English; and
- give one example, for both a present and a past event, of a sentence in Spanish that expresses a probability or conjecture, and provide an English equivalent for each sentence.

Annotated Responses to Sample Multiple-Choice Questions for CSET: Spanish Subtest I

General Linguistics

1. **Correct Response: D.** (SMR Code: 1.1) Derivational morphology focuses on ways in which morphemes can be combined in order to form new stems or words. For example, the root noun *child* can combine with the adjectival morpheme *-ish* to become a new adjective, *childish*. The addition of derivational morphemes does not always change the syntactic category of a word; for example, the adjective *happy* can combine with the prefix *un-* to form a new adjective, *unhappy*. Understanding the principles of a language's derivational morphology aids in understanding how roots and morphemes such as these can combine to form new words.
2. **Correct Response: C.** (SMR Code: 1.1) The genetic classification of languages assumes that certain languages are related because they have evolved from a common ancestral language; for example, French and Spanish are classified as Romance languages because they can be traced back to a form of Latin used in the Roman Empire. Sometimes, though, the shared ancestral language is not as easily identifiable, and then the genetic classification is based on hypothetical reconstructions of the earlier forms of languages.
3. **Correct Response: B.** (SMR Code: 1.2) In indirect communication, a meaning is expressed that is not stated in the actual content of the message. In response B, the speaker does not directly answer the question posed to her; however, by saying that she will not see Geoff before the party, she expresses to her interlocutor that she will not ask him about it. All of the other responses, on the other hand, contain a direct response to the request.
4. **Correct Response: D.** (SMR Code: 1.3) Stephen Krashen's theory of comprehensible input posits that oral communication skills develop best when language learners are exposed to language structures that are just beyond their level of comfort within the second language (i.e., at the $i + 1$ level, where i represents the learners' current second-language level).

Linguistics of the Target Language

5. **Correct Response: B.** (SMR Code: 2.1) A rule of Spanish phonology dictates that when the letter *c* is immediately followed by the letter *a*, *o*, or *u*, it is pronounced as a /k/ sound.
6. **Correct Response: C.** (SMR Code: 2.1) Spanish morphology requires the tense of two or more verbs in a sentence to agree by following the logic of temporal order. The conjunction *en cuanto* indicates a future action that will happen prior to the subsequent action in the sequence. In cases in which the future action is implied, *en cuanto* is followed by the subjunctive. Of the responses given, the conjugations *devolveré* and *termine* meet this criterion.
7. **Correct Response: B.** (SMR Code: 2.1) In a sentence constructed with the verb *gustar*, the desired item takes on the active role and the person or thing to which the item appeals is expressed by an indirect object pronoun. Verbs that use the same subject-verb-object sentence structure include *encantar* and *fascinar*.

8. **Correct Response: A.** (SMR Code: 2.1) This question requires combining two sentences into a compound sentence with a main clause and a dependent clause. *Quienes* is the appropriate relative pronoun because its antecedent is a group of people, that is, *las señoras*. Use of *ellas* in the compound sentence is not necessary because the pronoun is already expressed by *las señoras* in the main clause.
9. **Correct Response: C.** (SMR Code: 2.2) Spanish morphology requires the tense of two or more verbs in a sentence to agree by following the logic of temporal order. The first verb in this sentence requires the preterite because it refers to a past action that is completed at the time the utterance is made. The second verb requires the conditional because it indicates an action that was considered future at a particular moment in the past. The third verb requires the pluperfect because it expresses an action that took place before another action in the past.
10. **Correct Response: A.** (SMR Code: 2.4) The two plural second-person subject pronouns used in Spain are *ustedes* and *vosotros*. *Ustedes* is the formal form used in respectful address. *Vosotros* is the familiar form used to address children, relatives, close friends, and pets.

Examples of Strong Responses to Sample Constructed-Response Questions for CSET: Spanish Subtest I

General Linguistics

Question #11 (Score Point 3 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 #12 (Score Point 3 Response)

In Spanish, words can be placed in the following three categories according to the primary stress: llana or grave (primary stress on the penultimate syllable); aguda (primary stress on the last syllable); esdrújula and sobreesdrújula (primary stress on the third or fourth syllable from the end, respectively). The accent mark is a spelling convention in Spanish used to show in writing that a given word is pronounced in a manner contrary to the basic rules, i.e., words ending in a vowel letter, an "n," or an "s" are expected to have the primary stress on the penultimate syllable, words ending in a consonant letter, except for "n" or "s," are expected to have the primary stress on the final syllable. The accent mark demonstrates exceptions to these rules. Anyone who is able to pronounce Spanish words correctly should be able to place the written accent mark in its appropriate position by adhering to the following precepts: a llana or grave word ending in a consonant requires an accent mark on the stressed vowel. In the sample sentence, fútbol is an example of this situation. An aguda word ending in a vowel, "n," or "s" requires an accent mark on the stressed syllable as in quitó in the sample sentence. All esdrújula and sobreesdrújula words require an accent mark on the stressed vowel. Pasártelo in the sample sentence exemplifies this situation. There is a small group of paired words that are spelled the same, but that have different meanings. In the sample sentence, él is the object of the preposition con and thus requires an accent mark. Without the accent mark, e.g., el libro, the word is a definite article.

Question #13 (Score Point 3 Response)

There are several ways in which probability or conjecture is expressed in Spanish for both present or past events. Spanish often uses a morphological change to express probability or conjecture. For present events, Spanish typically uses the future tense to indicate probability. For past events, Spanish typically uses the conditional tense to indicate probability. For both present and past events, Spanish also uses an adverb of probability, for example, "posiblemente," "probablemente," or a phrase, for example, "es posible que," "es probable que."

For both present and past events, there are two ways in which probability or conjecture is typically expressed in English. First, English typically uses an adverb of probability, for example, "surely," "probably," or "likely." Second, English employs a main verb that suggests supposition, for example, "I guess(ed)," "I suppose," "I think (thought)."

Example of present event: "Ya serán las dos y todos estarán en el museo." ("It must be two o'clock by now and everyone is probably in the museum.")

Example of a past event: "Iría al cine." ("She probably went to the movies.")

Scoring Information for CSET: Spanish Subtest I

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 I of CSET: Spanish. 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 16).

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 for CSET: Spanish Subtest I

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: Spanish 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

- 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.

Scoring Scale for CSET: Spanish Subtest I

Scores will be assigned to each response to the constructed-response questions on CSET: Spanish 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 World Languages.</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 World Languages.</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 World Languages.</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 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>