
California Subject Examinations for Teachers (CSET®)

CSET: Multiple Subjects Practice Test

Subtest I



Reading, Language, and Literature; History and Social Science

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INTRODUCTION

This practice test is a full-length sample test consisting of 52 multiple-choice questions and four constructed-response assignments. An answer sheet for the multiple-choice questions, blank response sheets for the constructed-response assignments, and a Domain Results Worksheet for each domain are also included.

TEST DIRECTIONS

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

The **second section** of this practice test contains constructed-response assignments, which require written responses. Directions for the constructed-response assignments appear immediately before those assignments.

You may work on the multiple-choice questions and constructed-response assignments in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual CSET: Multiple Subjects, you will have one five-hour test session in which to complete all three subtests. If you register to take just Subtest I, you will have one three-hour test session in which to complete the subtest.

MULTIPLE-CHOICE ANSWER SHEET

Reading, Language, and Literature

Question Number	Your Response
1	
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History and Social Science

Question Number	Your Response
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MULTIPLE-CHOICE QUESTIONS

1. Some common vowel patterns are associated with more than one pronunciation (e.g., steam and bread). Which of the following nonsense words illustrates a vowel pattern that is highly consistent in its pronunciation?
 - A. stuck
 - B. troan
 - C. spow
 - D. mough
2. Oral rhyming activities are most likely to promote phonemic awareness by helping a child learn to:
 - A. attend to the sounds shared by words in the same word family.
 - B. identify the junctures between syllables in spoken words.
 - C. recognize how the structure of a word relates to its meaning.
 - D. identify spelling patterns that correspond to specific sounds.
3. The languages of the world are most similar in which of the following respects?
 - A. the basic principles of phrase structure (e.g., the subject-predicate structure of sentences)
 - B. the speech sounds that are used to form words
 - C. the basic rules of morphology (e.g., adding *s* to a singular noun to make a plural)
 - D. the role of volume in communicating information
4. Which of the following statements best explains how knowing a language that is historically related to English (e.g., German, French, Spanish) can facilitate an individual's acquisition of English as a second language?
 - A. Many words and roots are likely to have similar spellings and meanings in English and in the individual's first language.
 - B. English prefixes and suffixes are likely to resemble the affixes used in the individual's first language.
 - C. The most frequently occurring speech sounds in English and in the individual's first language are likely to be the same.
 - D. Social conventions relating to language use are likely to be similar in English and in the individual's first language.

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5. According to current research, reading difficulties that are not the result of limited intelligence or lack of educational opportunity are most often caused by:
- A. poorly developed visual discrimination skills.
 - B. a deficit in phonological processing.
 - C. poorly developed oral language abilities.
 - D. a lack of motivation.
6. An extensive oral vocabulary is most likely to contribute to a reader's decoding skills by helping the reader:
- A. apply phonics generalizations to sound out a word.
 - B. use syntactic cues to determine the meaning of an unfamiliar word.
 - C. relate an unfamiliar word to known words with similar spellings.
 - D. recognize a word after sounding it out.
7. Which of the following phonemic awareness skills typically is easiest for children to acquire?
- A. identifying the initial sound in a word (e.g., /b/ in *bed*)
 - B. recognizing that two words contain the same sound (e.g., *thin* and *path*)
 - C. blending sounds together to form a spoken word (e.g., /t/ + /a/ + /g/ = *tag*)
 - D. identifying a word that does not belong in a group of three spoken words (e.g., *gate*, *game*, *shake*)
8. Which of the following word identification strategies typically is most advanced?
- A. applying phonics knowledge
 - B. using context clues
 - C. recognizing sight words
 - D. analyzing word structure

9. According to current research, which of the following competencies best predict a child's success in learning to read in the primary grades?
- A. logical and analytical abilities
 - B. letter knowledge and phonemic awareness
 - C. perceptual and motor skills
 - D. concept knowledge and oral vocabulary
10. Which of the following sentences contains a relative clause?
- A. The circus that came to town in August has an excellent trapeze act.
 - B. After looking in the attic, I gave up my search for the records.
 - C. As the waiter walked toward the table, he slipped and fell.
 - D. They ran down the street, but they couldn't catch the ice cream truck.
11. In which of the following sentences is the underlined word used correctly?
- A. When my supervisor spoke with me, she inferred that I'd better start showing up on time.
 - B. To what do you infer this sudden change in the weather?
 - C. When I made that remark, I didn't mean to imply that you had caused a problem.
 - D. I'm not sure it's possible to imply much of anything from this data.

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Read the passage below; then answer the two questions that follow.

¹In the presidential election of 1828 Andrew Jackson defeated John Quincy Adams. ²This victory was largely due to the machinations of Adams's political opponents in Congress. ³Senator Martin Van Buren of New York led the opposition to Adams. ⁴When Jackson swept into the White House, a wild throng of supporters greeted him, happy to have a president whom they perceived as a man of the people. ⁵Van Buren had a smart plan of causing it to look like Adams had raised tariffs on imported goods. ⁶In fact, Van Buren himself was behind the increase in tariffs. ⁷A raucous party broke out during the inauguration, spilling from the White House onto the lawn.

12. Which of the following changes could best improve the logical organization of the passage?
- A. Move Sentence 4 so that it follows Sentence 1.
 - B. Move Sentence 4 so that it follows Sentence 6.
 - C. Move Sentence 7 so that it follows Sentence 1.
 - D. Move Sentence 7 so that it follows Sentence 4.
13. Which of the following revisions of a sentence would best improve the style of the passage?
- A. Sentence 1: Political opposition in Congress led to the defeat of John Quincy Adams by Andrew Jackson in the presidential election of 1828.
 - B. Sentence 3: The opposition was led by Senator Martin Van Buren, who hailed from New York.
 - C. Sentence 5: Van Buren cleverly made it appear that Adams had raised tariffs on imported goods.
 - D. Sentence 7: The party that occurred during the inauguration could not be contained within the walls of the White House.

14. **Read the paragraph below; then answer the question that follows.**

¹Pittsburgh, Pennsylvania, is the regular meeting site of an international society of engineers who specialize in bridge building. ²This choice of locale is no accident. ³Pittsburgh is famous for the dozens of bridges spanning the city's three rivers. ⁴Almost every conceivable type of bridge can be found in or around Pittsburgh. ⁵Many of these bridges have idiosyncratic features, due to the unique requirements posed by the city's undulating terrain.

Which of the following is the topic sentence of this paragraph?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

15. Which of the following would be most important to include in the introduction to a persuasive essay?

- A. an explanation of why the issue addressed by the essay is important
- B. a description of the author's credentials and qualifications
- C. a detailed summary of the logical steps in the essay's argument
- D. a rebuttal of alternative points of view

16. Increasing the rate of speech in an oral presentation would be most effective for:

- A. compensating for poor acoustics in a room.
- B. conveying a feeling of excitement.
- C. stating the conclusion of a logical argument.
- D. emphasizing an important point.

17. A lack of variation in rate, pitch, and rhythm is most likely to undermine the delivery of an oral presentation by:

- A. diminishing the presentation's emotional effect.
- B. interfering with the logical continuity of the presentation.
- C. causing some audience members to feel excluded.
- D. requiring the audience to attend to multiple stimuli.

Multiple Subjects Practice Test: Subtest I

Read the excerpt from a speech below; then answer the two questions that follow.

¹While Washington, D.C., does send a delegate to the U.S. House of Representatives, this official cannot cast a vote on the floor of the House or in committee, leaving D.C. residents without an effective voice in Congress. ²Like Americans living in every other part of the country, however, residents of the District pay federal income taxes. ³(Indeed, the per capita income tax paid by D.C. residents is higher than in all but a handful of states.) ⁴It is a bitter irony that the only other U.S. citizens who are denied full voting rights are convicted felons. ⁵Some D.C. residents now compare their plight to that of pre-Revolutionary War colonists; the phrase "No taxation without representation" has become something of a local rallying cry.

18. Which sentence most strongly suggests that the speech is persuasive in its intent?
- A. Sentence 1
 - B. Sentence 2
 - C. Sentence 4
 - D. Sentence 5
19. Which of the following research questions would provide the most appropriate starting point for an objective investigation of issues raised in this excerpt?
- A. Are there other respects in which D.C. residents lack full citizenship rights?
 - B. Are there any groups of citizens other than felons who are denied voting rights?
 - C. Why do D.C. residents pay relatively high per capita income taxes?
 - D. What arguments are raised by opponents of Congressional representation for D.C.?

20. **Read the passage below from *The Promised Land*, a memoir by Mary Antin that was first published in 1912; then answer the question that follows.**

What happened next was Dover Street.

And what was Dover Street?

Ask rather, What was it not? Dover Street was my fairest garden of girlhood, a gate of paradise, a window facing on a broad avenue of life. Dover Street was a prison, a school of discipline, a battlefield of sordid strife. The air in Dover Street was heavy with evil odors of degradation, but a breath from the uppermost heavens rippled through, whispering of infinite things. In Dover Street the dragon poverty gripped me for a last fight, but I overthrew the hideous creature, and sat on his neck as a throne. In Dover Street I was shackled with a hundred chains of disadvantage, but with one free hand I planted little seeds, right there in the mud of shame, that blossomed into the honeyed rose of widest freedom. In Dover Street there was often no loaf on the table, but the hand of some noble friend was ever in mine. The night in Dover Street was rent with the cries of wrong, but the thunders of truth crashed through the pitiful clamor and died out in prophetic silences.

Which of the following qualitative factors would likely contribute most significantly to the difficulty level of the passage for sixth-grade students?

- A. the author's use of conventions of the memoir genre
- B. demands on students' knowledge of a specific setting
- C. the author's use of figurative language to express ideas
- D. demands on students' knowledge of archaic language

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Read the excerpt below from the Hausa folk tale "The Rabbit, the Elephant, and the Giraffe"; then answer the two questions that follow.

The rabbit once suggested to the elephant that they should farm in partnership. "You can clear the bush" he said "and I'll burn the trees when you have pushed them over." The elephant agreed and began pushing over trees to clear the land.

The rabbit next went to the giraffe and suggested to him too that they should go into farming together. "I'll push over the trees" he said "and you can burn them." The giraffe agreed and went and burnt all the trees which the elephant had previously pushed over. As for the rabbit, he just took care that neither the elephant nor the giraffe knew what the other was doing.

21. This passage is typical of many traditional folk tales in its:
- A. subtle characterization.
 - B. satire of inept government officials and political factions.
 - C. intricate plot.
 - D. inclusion of a character who is a trickster.
22. The style of the passage most clearly reflects the style of many traditional folk tales in its:
- A. use of a simple narrative structure with repeated words and phrases.
 - B. reliance on dialogue rather than exposition to advance the plot.
 - C. use of personification to develop psychological complexity.
 - D. reliance on extended metaphor to develop the primary theme.

Read the poem below, "The Street" by Octavio Paz; then answer the two questions that follow.

A long and silent street.
I walk in blackness and I stumble and fall
and rise, and I walk blind, my feet
stepping on silent stones and dry leaves.
Someone behind me also stepping on stones, leaves:
if I slow down, he slows:
if I run, he runs. I turn: nobody.
Everything dark and doorless.
Turning and turning among these corners
which lead forever to the street
where nobody waits for, nobody follows me,
where I pursue a man who stumbles
and rises and says when he sees me: nobody.

23. In this poem, the repetition of words and rhythms reinforces the poem's:
- A. metrical regularity.
 - B. mood of anxiety.
 - C. rhetorical emphasis.
 - D. hostile tone.
24. The last two lines of the poem most clearly support which of the following themes?
- A. the importance of perseverance
 - B. the cowardice of individuals who deny their true feelings
 - C. the triumph of courage over fear
 - D. the isolation and alienation of modern life

Read the poem below, "The Creature" by Gary Soto; then answer the two questions that follow.

This morning something
Perched like a bird
On my left shoulder,
And was silent.
If I brushed it away,
It reappeared
Like a premonition.
If I ran,
It clawed deep
Into my coat,
My wool coat,
And closed its eyes—
Or what I thought
Were its eyes.
So, here I was
Walking the town
Perplexed like a priest,
My neck stiff
As a new beard,
And no friend
Waving ¡Hola!
That afternoon
I prayed and lit
A candle for the spirit
Of my wife
Dead two years,
And still this
Creature tightened
And yawned
Into my ear.
At supper in my room,
It ate my bread
And the handle
Of a sharp knife.
To that I said Enough!
And left hatless
For the cantina,
Where again the creature
Lay on my shoulder
Like the hand of someone
Bearing grief.

25. In this poem, the image of "the creature" most clearly symbolizes the:
- A. psychological disorientation that results from loss of religious faith.
 - B. self-destructive dimensions of human behavior.
 - C. fragmented consciousness that results from self-deception.
 - D. unavoidable, persistent anguish of personal loss.
26. The narrator of the poem can best be characterized as:
- A. angry at himself.
 - B. seeking to evade emotional pain through restless activity.
 - C. desperate for human companionship.
 - D. unwilling to acknowledge the fact of his wife's death.

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27. Use the map below to answer the question that follows.



The light land area on the map above illustrates the geographic extent of which of the following empires?

- A. the Egyptian Empire in the eleventh century B.C.E. (B.C.)
- B. the empire of Alexander the Great in the fourth century B.C.E. (B.C.)
- C. the Roman Empire in the first century B.C.E. (B.C.)
- D. the empire of Charlemagne in the ninth century C.E. (A.D.)

28. Which of the following best describes the geographical setting in which the first civilizations of Asia and Africa emerged?

- A. mountainous areas where settlements could be easily defended against invasion
- B. river valleys where there was an abundance of fertile soil and fresh water
- C. inland prairies where families could subsist on food obtained from hunting and gathering activities
- D. elevated plateaus where there was ample grazing land for cattle and sheep

29. Hinduism most strongly influenced which of the following features of ancient Indian civilization?

- A. principles of economic exchange
- B. structure and organization of government
- C. relations among social groups
- D. methods of scientific investigation

30. **Use the list below to answer the question that follows.**

- Annual floods enriched lands used for farming and cattle raising.
- Timber and iron ore deposits provided the basis for a thriving iron industry.
- Its capital city was strategically located on major trade routes.
- Riches from gold and emerald mines added to the kingdom's prosperity.

The geographic characteristics listed above best describe which of the following ancient civilizations?

- A. Israel
- B. Phoenicia
- C. Kush
- D. Persia

31. Which of the following best illustrates the influence of ancient Rome on the later development of European civilization?

- A. the art and architecture of Spain
- B. the legal code of France
- C. the educational system of Great Britain
- D. the literature of Germany

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32. Which of the following best describes one major cause of the decline of the Roman Empire?
- A. Political instability and use of mercenary armies undermined the security of the empire.
 - B. A sharp increase in the birthrate led to overpopulation in major urban centers of the empire.
 - C. The growth of Christianity caused widespread religious conflict throughout the empire.
 - D. The subdivision of large country estates led to a major decline in agricultural output.
33. The samurai tradition of feudal Japan most closely resembled which of the following features of medieval Europe?
- A. the code of chivalry of European knights
 - B. the philosophical tradition of scholastic philosophers
 - C. the monastic vows of European monks
 - D. the guild system of European merchants
34. The Catholic Church most influenced which of the following developments in medieval Europe?
- A. the settlement of new lands
 - B. the revival of trade
 - C. the emergence of universities
 - D. the growth of towns

35. In which of the following ways did geographic factors have an important influence on the development of Inca civilization between the eleventh and fifteenth centuries C.E. (A.D.)?
- A. The dispersal of population within the Inca Empire made it necessary to employ a highly decentralized form of government that gave considerable autonomy to local regions.
 - B. The mountains of western South America were an impediment to building an empire, prompting the development of sophisticated engineering technologies.
 - C. The danger of tropical storms to Inca fishing and agriculture prompted the systematic application of meteorological observations, data collection, and predictions.
 - D. The existence of numerous rivers enabled Inca rulers to collect natural resources from the interior and trade them throughout the hemisphere.
36. Which of the following best describes a shared aim of the voyages of exploration commanded by John Cabot, Jacques Cartier, and Henry Hudson?
- A. to control the North American fur trade
 - B. to discover a westward route to Asia
 - C. to establish bases for the destruction of Spanish shipping
 - D. to convert American Indians to Christianity

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37. Which line in the table below best matches an American colony with a major motive for the establishment of that colony?

Line	Colony	Motive
1	Virginia	to establish a haven for religious and political dissenters
2	Massachusetts Bay	to create a Bible commonwealth
3	Georgia	to provide land for settlers from Virginia and Barbados
4	Pennsylvania	to supply Britain with timber and iron

- A. Line 1
B. Line 2
C. Line 3
D. Line 4
38. Which of the following best describes the significance of a major military development of the American Revolution?
- A. The British victory at the Battle of Bunker Hill (1775) forced patriot leaders to abandon plans to conquer Canada.
B. The victories of troops commanded by George Rogers Clark gave the Americans control of the southern colonies for much of the war.
C. The patriot victory at the Battle of Saratoga (1777) prompted France to sign a treaty with American leaders.
D. The victories of ships commanded by John Paul Jones forced Great Britain to abandon its blockade of American coastal areas.

39. **Use the excerpt below from the "Declaration of Sentiments and Resolutions" of the Seneca Falls Convention of 1848 to answer the question that follows.**

But when a long train of abuses and usurpations, following unchangingly the same object, shows a plan to bring them under absolute control and tyranny, it is their duty to throw off such government, and to provide new safeguards for their future security. Such has been the patient suffering of women under this government, and such is now the necessity which forces them to demand the equal position to which they are entitled.

Which of the following was the main reason that the authors of the declaration employed the language used in the excerpt above?

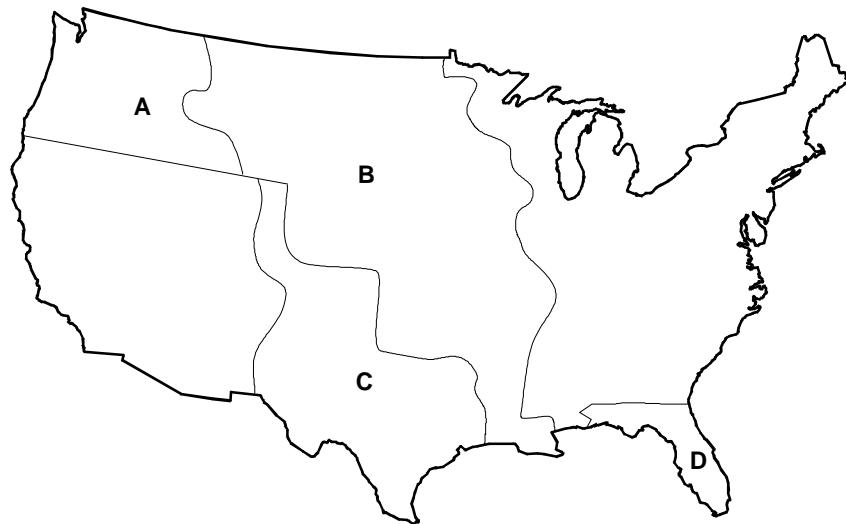
- A. to demand that public officials extend to women the freedoms contained in the Bill of Rights
- B. to link the demands of women to the grievances of the Revolutionary generation
- C. to remind Americans of the contributions that women made to the struggle for independence
- D. to urge women to organize a movement to replace the U.S. Constitution

40. The government established by the Articles of Confederation was designed primarily to:

- A. create a uniform legal system for the new nation.
- B. mobilize the nation's resources for war.
- C. promote economic development in the new nation.
- D. protect the sovereignty of the states.

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41. Use the map below to answer the question that follows.



Which of the following matches a region on the map with an accurate description of how the region became part of the United States?

- A. Region A: The United States obtained possession of the region in an 1846 treaty with Great Britain.
- B. Region B: The United States acquired the region during the Revolutionary War.
- C. Region C: The United States obtained the region from Spain in the Adams-Onís Treaty of 1819.
- D. Region D: The United States purchased the region from France in 1803.

42. Which line in the table below correctly identifies *both* a major advantage possessed by the Union and a major advantage possessed by the Confederacy at the beginning of the Civil War?

Line	Union Advantage	Confederate Advantage
1	greater political unity	superior transportation network
2	closer relations with foreign powers	greater food-production capabilities
3	more powerful navy	larger population
4	stronger manufacturing base	more experienced officer corps

- A. Line 1
B. Line 2
C. Line 3
D. Line 4
43. Which of the following was an important factor in the abandonment of Radical Republican plans for Reconstruction?
- A. the establishment of the sharecropping system
B. the impeachment of President Andrew Johnson
C. the outcome of the 1876 presidential election
D. the westward migration of African Americans from the South

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44. Which of the following was most responsible for the development of a national market in the United States during the late nineteenth century?
- A. the expansion of the railroad and telegraph network
 - B. the growth of the iron and steel industry
 - C. the formation of the Interstate Commerce Commission
 - D. the increased mobility of the industrial labor force
45. Which of the following best describes a shared function of the mission, the presidio, and the pueblo in early California history?
- A. to maintain social order
 - B. to transmit cultural values
 - C. to promote trade
 - D. to convert non-Christians
46. On the eve of European colonization, most of California's American Indians belonged to:
- A. pastoral societies in which people domesticated herd animals for food and clothing.
 - B. horticultural societies in which people cultivated a variety of crops for consumption and exchange.
 - C. handicraft societies in which artisans produced a wide range of trade goods.
 - D. hunting and gathering societies in which people fished, hunted, and harvested wild plants.
47. Which of the following best describes an important development in California society during the era of Mexican rule (1821–1848)?
- A. The decline of the ranchero class opened up new opportunities for poorer settlers.
 - B. Growing criticism of the mission system prompted efforts to transfer mission holdings into private hands.
 - C. The creation of an effective judicial system reduced conflict among settlers.
 - D. The collapse of commercial relations with foreign states undermined the economy.

48. As a result of the Mexican War of the 1840s, California became a territory of the United States. Which of the following was the immediate cause of the war?
- A. commercial rivalry between the United States and Mexico
 - B. Mexican opposition to U.S. efforts to acquire the Oregon Territory
 - C. a boundary dispute between the United States and Mexico
 - D. U.S. opposition to Mexican expansionism on the Pacific Coast
49. Which of the following acts established the basis for a substantial increase in the Asian population of California?
- A. Displaced Persons Act of 1948
 - B. Immigration and Nationality Act of 1952
 - C. Migration and Refugee Assistance Act of 1962
 - D. Immigration Reform Act of 1965
50. During the 1990s Latino political power in California grew at an unprecedented rate. Which of the following was the most important reason or reasons for this political renaissance?
- A. the growing proportion of Latinos in the California population
 - B. the increased geographical mobility of Latinos within California
 - C. the growth of Spanish-language radio, television, and newspapers in the state
 - D. efforts by the national Republican and Democratic parties to court Latino voters
51. **Use the excerpt below from the California Constitution to answer the question that follows.**
- All political power is inherent in the people. Government is instituted for their protection, security, and benefit, and they have the right to alter or reform it when the public good may require.
- The excerpt above best illustrates which of the following principles of the California Constitution?
- A. freedom of assembly
 - B. limited government
 - C. equal protection of the law
 - D. popular sovereignty

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52. Which line in the table below best matches a California industry with a major historical turning point in that industry's development?

Line	Industry	Turning Point
1	steel industry	World War I
2	automobile industry	consumer revolution of the 1920s
3	aircraft industry	World War II
4	computer industry	postwar economic boom, 1945–1960

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

CONSTRUCTED-RESPONSE DIRECTIONS AND EVALUATION RECOMMENDATIONS

Prepare a written response of approximately 100–200 words for each constructed-response assignment. Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write.

Scoring of responses to CSET: Multiple Subjects constructed-response assignments is based on the following criteria.

- **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

The assignments are intended to assess subject matter knowledge, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

You may wish to ask a mentor, advisor, or teacher to help evaluate your responses to the constructed-response assignments. Sample responses are provided for these assignments in the CSET: Multiple Subjects Test Guide (available at www.ctcexams.nesinc.com). You may wish to review these sample responses and/or refer to them when evaluating your practice test responses.

CONSTRUCTED-RESPONSE ASSIGNMENT #1

Read the passage below from *The Story of My Life* (1903), Helen Keller's autobiography; then complete the exercise that follows.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

Write a response in which you:

- describe the use of analogy in the passage, and
- describe the impact of specific word choices on tone in the excerpt.

Be sure to cite specific evidence from the text.

CONSTRUCTED-RESPONSE SHEET—ASSIGNMENT #1

Scoring of responses to CSET: Multiple Subjects constructed-response assignments is based on the following criteria.

- **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

The assignments are intended to assess subject matter knowledge, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

CONSTRUCTED-RESPONSE ASSIGNMENT #2

Use the information below to complete the exercise that follows.

A fifth-grade student attempts to spell a list of words that are read aloud. Shown below are the words and the student's spellings.

Target Word	Student's Spelling
yellow	yelloe
natural	nacheral
muffin	muffin
doctor	dockter
special	specul
sign	sine
quick	quicK

Write a response in which you describe the student's spelling development. Make sure to cite specific examples to support your conclusions.

CONSTRUCTED-RESPONSE SHEET—ASSIGNMENT #2

Scoring of responses to CSET: Multiple Subjects constructed-response assignments is based on the following criteria.

- **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

The assignments are intended to assess subject matter knowledge, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

CONSTRUCTED-RESPONSE ASSIGNMENT #3

Complete the exercise that follows.

In 1776, after more than ten years of growing resistance, Great Britain's North American colonies in America declared their independence.

Using your knowledge of U.S. history, prepare a response in which you:

- identify two important causes of the American Revolution;
- select one of the causes you have identified; and
- explain why that cause was a decisive factor in bringing about the decision for independence.

CONSTRUCTED-RESPONSE SHEET—ASSIGNMENT #3

Scoring of responses to CSET: Multiple Subjects constructed-response assignments is based on the following criteria.

- **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

The assignments are intended to assess subject matter knowledge, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

CONSTRUCTED-RESPONSE ASSIGNMENT #4

Complete the exercise that follows.

In the 1930s, approximately 300,000 people migrated from the southern plains region of the United States to California.

Using your knowledge of California history, prepare a response in which you:

- identify three effects (social, economic, political, cultural) of this migration on California;
- select one of the effects you have identified; and
- explain how the effect of the migration you have selected helped shape modern California society.

CONSTRUCTED-RESPONSE SHEET—ASSIGNMENT #4

Scoring of responses to CSET: Multiple Subjects constructed-response assignments is based on the following criteria.

- **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

The assignments are intended to assess subject matter knowledge, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

ACKNOWLEDGMENTS

Question

- 20 Antin, Mary (2001). *The Promised Land*. New York, NY: Random House, Inc. p. 240. (Original work published 1912)
- 21 & 22 p. 37, 10 lines from *A Selection of Hausa Stories* translated by H.A.S. Johnson (1966). © Oxford University Press 1966. Reprinted by permission of Oxford University Press.
- 23 & 24 "The Street" by Octavio Paz, translated by Muriel Rukeyser, from *Early Poems of Octavio Paz*, copyright © 1963, 1973 by Octavio Paz and Muriel Rukeyser. Reprinted by permission of New Directions Publishing Corp.
- 25 & 26 From *New and Selected Poems* by Gary Soto © 1995. Published by Chronicle Books, San Francisco, LLC.

RESULTS

Using the Domain Results Worksheets

Domain Results Worksheets are provided to assist you in evaluating your multiple-choice responses. Each worksheet contains four columns. The first column indicates the multiple-choice question number and the second column indicates the correct response. The third and fourth columns are for your use in calculating the number of multiple-choice questions you answered correctly. Indicate whether you answered the question correctly or incorrectly.

Interpreting Your Results

The practice test provides valuable information regarding your preparedness on the domains tested by CSET: Multiple Subjects. It is not appropriate to try to use this practice test to predict how you might score on an official CSET: Multiple Subjects test.

If you answered correctly all of the questions associated with a given domain, you may choose to review only briefly the content of that domain as you prepare for the test. If you answered incorrectly all or many items associated with a domain, you may choose to allocate additional preparation time to study content in that domain. For domains on which you perform poorly, you may also wish to identify other resources for preparing for the test (e.g., assistance from a mentor, participation in a study group).

You may wish to ask a mentor, advisor, or teacher to help evaluate your responses to the constructed-response assignments. Sample responses are provided for these assignments in the CSET: Multiple Subjects Test Guide (available at www.ctcexams.nesinc.com). You may wish to review these sample responses and/or refer to them when evaluating your practice test responses.

Subtest I: Domain Results Worksheet

Reading, Language, and Literature

Question Number	Correct Response	Your Response	
		Correct?	Incorrect?
1	B		
2	A		
3	A		
4	A		
5	B		
6	D		
7	A		
8	D		
9	B		
10	A		
11	C		
12	B		
13	C		
14	C		
15	A		
16	B		
17	A		
18	C		
19	D		
20	C		
21	D		
22	A		
23	B		
24	D		
25	D		
26	B		

Count the number of multiple-choice questions you answered correctly:

_____ of 26 multiple-choice questions

Subtest I: Domain Results Worksheet**History and Social Science**

Question Number	Correct Response	Your Response	
		Correct?	Incorrect?
27	C		
28	B		
29	C		
30	C		
31	B		
32	A		
33	A		
34	C		
35	B		
36	B		
37	B		
38	C		
39	B		
40	D		
41	A		
42	D		
43	C		
44	A		
45	A		
46	D		
47	B		
48	C		
49	D		
50	A		
51	D		
52	C		

Count the number of multiple-choice questions you answered correctly:

_____ of 26 multiple-choice questions

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