



**California  
Subject  
Examinations for  
Teachers®**

# **TEST GUIDE**

## **MULTIPLE SUBJECTS SUBTEST III (TEST CODE 225)**

### **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.

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

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.

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. Which of the following behaviors is most commonly used to develop personal kinesthetic awareness?
- A. analyzing professional dance performances
  - B. performing a dance exercise repeatedly
  - C. charting progress of dance movement in a journal
  - D. choreographing a dance sequence
12. Which of the following components is most essential to include when creating a pop song with a typical pop song structure?
- A. a verse and chorus
  - B. a repeating bridge
  - C. a rap section
  - D. a solo instrumental

13. Technical theatre elements such as lighting and sound are important aspects of theatre in primarily which of the following ways?
- A. developing characters
  - B. contributing to mood
  - C. explaining backstory
  - D. identifying setting
14. Which of the following statements describes an advantage of tempera paint?
- A. It dries quickly on the support.
  - B. It can be built up in layers.
  - C. It is suitable for shading.
  - D. It has a deeply saturated look.
15. Visual artworks of classical Greece primarily had which of the following characteristics or purposes?
- A. educating illiterate citizens
  - B. paying homage to political leaders
  - C. expressing the artists' psyches
  - D. portraying subjects realistically

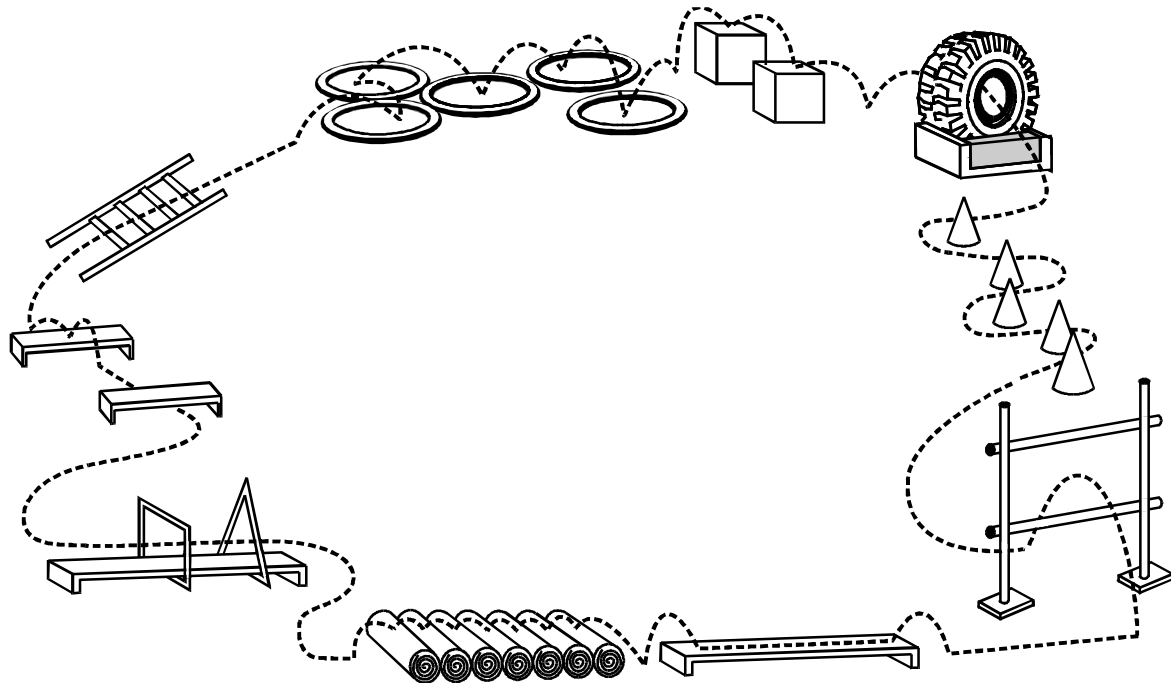
## **Constructed-Response Assignments**

For questions 16–18, you are to prepare a written response of approximately 100–200 words.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write.

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 information below to complete the exercise that follows.

Visual art images can inspire movement and dance.

Using your knowledge of dance, write a response in which you:

- identify a specific visual art image that could inspire improvised movement and dance;
- describe at least two technical dance skills (e.g., coordination, balance, tempo) to be used in the improvised movement and dance; and
- describe how the improvised movement and dance could guide the creation of a dance phrase and choreographed dance work.

# 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: B.** (SMR Code: 1) Kinesthetic awareness refers to how we sense our bodies in space and time. Neural pathways and proprioceptors, which play an important role in kinesthetic awareness, become more ingrained through repetition of movements.
12. **Correct Response: A.** (SMR Code: 2) Song structure refers to how a song is organized using different sections such as verse, chorus, and bridge. While pop songs can have a bridge, an intro, an outro, or a break, all pop songs have a verse and a chorus.
13. **Correct Response: B.** (SMR Code: 3) Aspects of technical theatre, such as lighting and sound, contribute to the unity of the production and the mood of the production.
14. **Correct Response: A.** (SMR Code: 4) Tempera is a water-based paint, which means it is easy to clean and it dries quickly.
15. **Correct Response: D.** (SMR Code: 4) Visual art of the classical period of ancient Greece came in a variety of styles, but its key characteristic was realism or what Plato referred to as mimesis, which means "imitation" in Greek. Advancements in how to realistically depict proportions and a keen interest in harmony characterize much of the art of the period.

# Examples of Strong 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.

## 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.

## Visual and Performing Arts

### Question #18 (Score Point 3 Response)

An iconic visual art image that could easily inspire improvised movement and dance is Alfred Eisenstaedt's photo of an American sailor kissing a woman in Times Square at the end of World War II. The subjects of the photo appear to be engaged in an impulsive, improvised act of celebration.

Two technical dance skills essential to any improvised movement inspired by this photo would include coordination and balance. Coordination is the ability to control and direct one's movements efficiently, while balance requires the strength of core, leg, and other muscles to allow the dancer to execute those movements.

A dance phrase derived from this photo could include the man taking the passing woman's hand, spinning her into a dip, with the kiss being the final exclamation point. Something like this would certainly capture the sense of movement and exuberance suggested by the photo.

## 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 18).

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: 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.

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET content specifications.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET content specifications.
<b>SUPPORT</b>	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
<b>3</b>	<p><b>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET content specifications.</b></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 content specifications.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET content specifications.</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 content specifications.</li> <li>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET content specifications.</b></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 content specifications.</li> <li>• There is little or no relevant supporting evidence.</li> </ul>
<b>U</b>	<p><b>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.</b></p>
<b>B</b>	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>