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# California Subject Examinations for Teachers (CSET®)

## CSET: Multiple Subjects Practice Test

### Subtest III



### Physical Education; Human Development; Visual and Performing Arts

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## INTRODUCTION

This document is a printable version of the CSET: Multiple Subjects Computer-Administered Practice Test for Subtest III: Physical Education; Human Development; Visual and Performing Arts.

This practice test is a full-length sample test consisting of 39 multiple-choice questions and three 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 the subtest(s) for which you registered.

**MULTIPLE-CHOICE ANSWER SHEET**

**Physical Education**

<b>Question Number</b>	<b>Your Response</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

**Visual and Performing Arts**

<b>Question Number</b>	<b>Your Response</b>
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	

**Human Development**

<b>Question Number</b>	<b>Your Response</b>
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	

## MULTIPLE-CHOICE QUESTIONS

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. Which of the following is a critical element in a mature motor pattern for kicking a soccer ball?
- A. leaning the body forward as the foot makes contact with the ball
  - B. kicking the ball as straight up as possible
  - C. planting the nonkicking foot in front of the ball
  - D. following through with the kicking leg in the direction of the kick
3. In volleyball, which movement pattern helps produce sufficient velocity and accuracy to serve the ball underhand?
- A. moving the striking arm in a pendulum swing
  - B. shifting body weight rapidly to the back foot
  - C. keeping the trunk as motionless as possible
  - D. minimizing bending of the knees

4. Which line in the table below accurately matches an activity with a type of skill required to engage successfully in that activity?

<b>Line</b>	<b>Activity</b>	<b>Type of Skill Required</b>
1	dodging in flag football	tactile awareness
2	serving a tennis ball	rhythmic awareness
3	running cross-country	manipulative skill
4	riding a unicycle	dynamic balance skill

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4
5. Which of the following activities emphasizes use of a locomotor skill?
- A. galloping to music
- B. catching a rolled ball
- C. swinging from a bar
- D. pivoting to catch a ball

6. 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
7. Which of the following is a key benefit of including flexibility training in a fitness development program?
- A. enhancing balance during physical activity
  - B. enhancing muscular strength and endurance
  - C. reducing the risk of injury to joints and soft tissue
  - D. reducing stress on the cardiovascular system during exercise
8. Which of the following is the most important instructional strategy to use when adapting physical education activities for children with asthma?
- A. Schedule frequent rest and water breaks during the children's activities.
  - B. Permit the children to perform at lower intensity levels during aerobic activities and when exercising in cold, dry weather.
  - C. Allow the children to be excused from all physical education activities involving running.
  - D. Encourage the children to breathe through their mouths during aerobic activities and when exercising outdoors.

9. 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.
10. In general, elementary students who are substantially heavier or stockier than their peers are likely to find it easiest to be successful in physical activities requiring:
- A. stability.
  - B. agility.
  - C. speed.
  - D. rotation.
11. 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.



12. Use the activity description below to answer the question that follows.

<p><b>Human Knot</b></p> <ol style="list-style-type: none"><li>1. Stand in a small circle with 6–8 players.</li><li>2. Join hands with two other people <i>not</i> next to you.</li><li>3. When everyone's ready—hang on!</li><li>4. Turn, twist, go under, and untangle until all are in a circle again.</li><li>5. Some will be facing in and some will be facing out.</li><li>6. Have fun and be careful!</li></ol>
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This activity can help promote responsible social behaviors among elementary-age children primarily because it:

- A. prompts children to work cooperatively to achieve a common goal.
- B. involves extensive physical contact among many children at the same time.
- C. requires children's use of specific safety practices related to supporting the body weight of others.
- D. promotes children's appreciation of personal differences and the rights of others.

13. 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

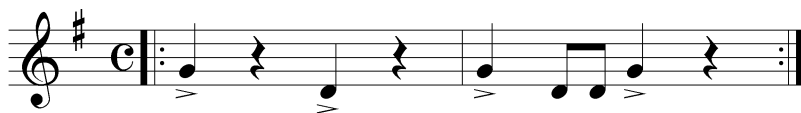
14. Which of the following responses by a child to the question "Why is it wrong to steal?" represents the *least* advanced stage of moral development?
- A. "Because it's not fair to the person who owns it."
  - B. "Because you should pay for it."
  - C. "Because what if everybody stole things?"
  - D. "Because you might get caught."
15. 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.
16. Children with learning disabilities can be expected to be characterized by:
- A. discrepancies between academic performance and ability.
  - B. below-average intelligence.
  - C. an inability to perform higher-order thinking tasks.
  - D. long-term memory deficits.
17. During the middle childhood years (ages 8–10), board games of strategy such as checkers and chess are especially beneficial to children because of the opportunities they provide for:
- A. applying the concept of turn-taking.
  - B. anticipating an opponent's reasoning.
  - C. acquiring the concept of competition.
  - D. practicing analogical thinking.

18. 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
19. The impulse in early adolescence to forge close bonds with groups of peers is best interpreted as a reflection of:
- A. an emerging need to establish one's own identity.
  - B. a generalized concern about a threatening and unpredictable world.
  - C. a conscious retention of the values acquired in early childhood.
  - D. an unfounded fear of being let down by parents and other trusted adults.
20. Individual differences in the rate at which physical growth and development proceed tend to be most evident during which of the following periods?
- A. early childhood
  - B. middle childhood
  - C. early adolescence
  - D. late adolescence
21. 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.

22. 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
23. In general, children who suffer from physical neglect most typically demonstrate which of the following behaviors in school?
- A. impulsivity and stimulus seeking
  - B. anger and aggression toward peers
  - C. defiance of adults and rule breaking
  - D. fatigue and lack of motivation
24. Which of the following factors is typically most influential in prompting early adolescents to conform to societal standards of right and wrong?
- A. a lack of confidence in one's own ability to make moral judgments
  - B. a desire for approval by peers or respected adults
  - C. a belief in the intrinsic authority of the established standards
  - D. a commitment to the abstract concept of a just society
25. Which of the following explanations for performing well on tests in fifth grade reflects the attitude that correlates most strongly with overall academic success?
- A. "Because I'm a very smart person."
  - B. "Because I studied really hard."
  - C. "Because the teacher likes me."
  - D. "Because I was really lucky."

26. Which of the following best describes the role of genetic versus environmental factors in an individual's physical growth and development?
- A. Genetic factors play the greatest role in an individual's physical growth and development early in life, while environmental factors tend to play an increasing role over time.
  - B. Nearly all aspects of an individual's physical growth and development are a result of complex interactions between genetic and environmental factors.
  - C. An individual's adult size and shape are primarily determined by genetic factors; however, the rate and timing of growth are mainly due to environmental factors.
  - D. Environmental factors generally play a significantly greater role than genetic factors in determining an individual's physical growth and development.
27. 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.
28. Which of the following activities would be most effective for helping sixth-grade students learn to analyze and make judgments about works of dance?
- A. having groups of students develop three different solutions to a given dance problem, then decide which they think is the best solution and explain why
  - B. having students watch dance works from a variety of styles of dance, then write an essay about their favorite dance style
  - C. having students improvise solutions to a given dance problem, then watch a videotape of a good solution to the problem
  - D. having groups of students develop three unique dances together and perform them for the other groups in the class
29. 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

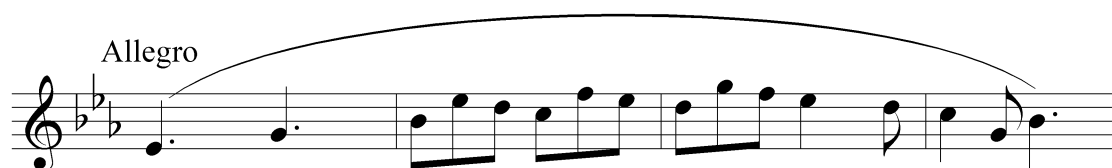
30. Use the excerpt below to answer the question that follows.



Which of the following classroom instruments would be most appropriate for third graders to use in performing this ostinato?

- A. guitar
- B. triangle
- C. xylophone
- D. autoharp

Use the excerpt below to answer the two questions that follow.



31. Which of the following time signatures would be most appropriate for this melody?

- A.  $\frac{2}{2}$
- B.  $\frac{2}{4}$
- C.  $\frac{3}{4}$
- D.  $\frac{6}{8}$

32. Which of the following is the key signature of this excerpt?

- A. E-flat major
- B. F major
- C. A-flat major
- D. G major

33. 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.
34. When writing realistic dialogue for a play, which of the following guidelines is most helpful to follow?
- A. Follow the rules of basic grammar.
  - B. Work toward a ratio of one question for every two statements.
  - C. Use a minimal number of adjectives.
  - D. Allow characters to voice complete thoughts without interruption.
35. Creative drama can be used to help children develop awareness of feelings and personal interactions through an emphasis on:
- A. character development.
  - B. stage technique.
  - C. dramatic plotting.
  - D. body awareness.
36. 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



37. 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.

38. The American Indian cultures of California developed which of the following art forms to a high level of technical and aesthetic excellence?
- A. beadwork
  - B. weaving
  - C. coil pottery
  - D. basketry
39. In works of visual art, as in other art forms such as music and dance, the intentional, regular repetition of a given element most commonly serves to create a feeling of:
- A. dissonance.
  - B. rhythm.
  - C. contrast.
  - D. dominance.

## CONSTRUCTED-RESPONSE DIRECTIONS AND EVALUATION RECOMMENDATIONS

Prepare a written response 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

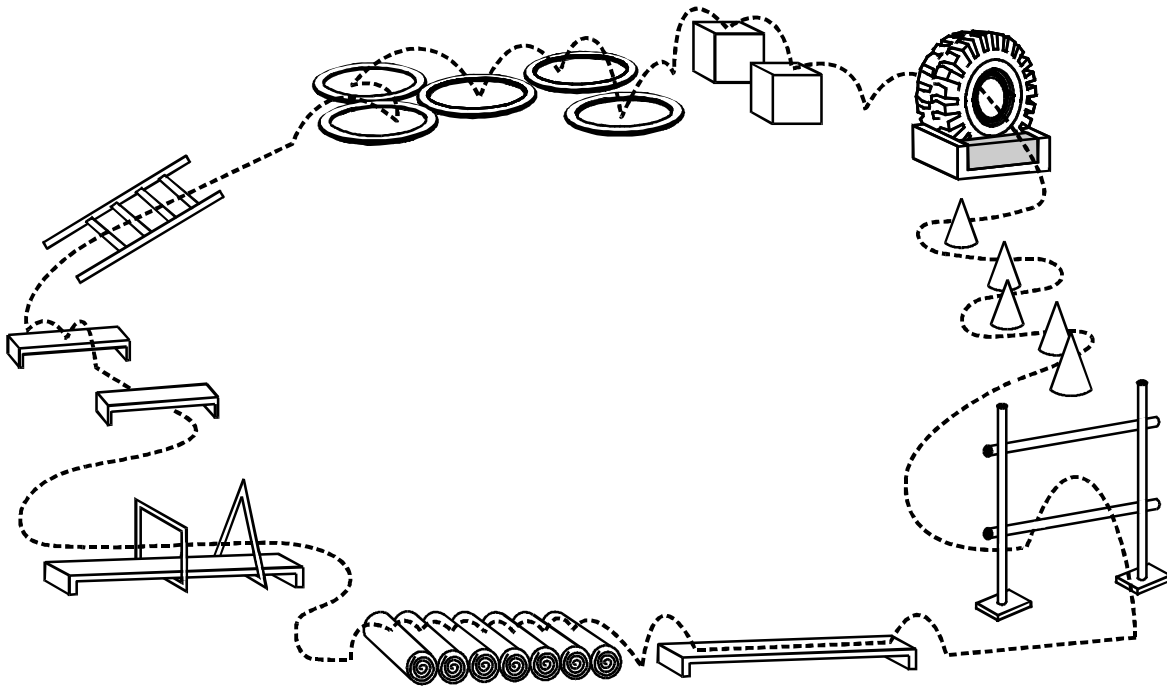
The assignments are intended to assess subject matter knowledge, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

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 on the CSET Web site). You may wish to review these sample responses and/or refer to them when evaluating your practice test responses.

## CONSTRUCTED-RESPONSE ASSIGNMENT #1

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.

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
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**CONSTRUCTED-RESPONSE ASSIGNMENT #2**

**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.

## 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.

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### CONSTRUCTED-RESPONSE ASSIGNMENT #3

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

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

### Assignment

- 3 "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.

## **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**

Because of differences in format and difficulty between the two tests, you cannot use this practice test to predict how you might score on an official CSET: Multiple Subjects test.

The practice test provides valuable information regarding your preparedness on the domains tested by CSET: Multiple Subjects. 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 on the CSET Web site). You may wish to review these sample responses and/or refer to them when evaluating your practice test responses.

**Subtest III: Domain Results Worksheet**

**Physical Education**

Question Number	Correct Response	Your Response	
		Correct?	Incorrect?
1	D		
2	D		
3	A		
4	D		
5	A		
6	A		
7	C		
8	B		
9	B		
10	A		
11	B		
12	A		
13	B		

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

\_\_\_\_\_ of 13 multiple-choice questions

**Subtest III: Domain Results Worksheet****Human Development**

Question Number	Correct Response	Your Response	
		Correct?	Incorrect?
14	D		
15	D		
16	A		
17	B		
18	B		
19	A		
20	C		
21	A		
22	D		
23	D		
24	B		
25	B		
26	B		

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

\_\_\_\_\_ of 13 multiple-choice questions

**Subtest III: Domain Results Worksheet**

**Visual and Performing Arts**

Question Number	Correct Response	Your Response	
		Correct?	Incorrect?
27	D		
28	A		
29	A		
30	C		
31	D		
32	A		
33	B		
34	C		
35	A		
36	B		
37	B		
38	D		
39	B		

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

\_\_\_\_\_ of 13 multiple-choice questions

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