

CBEST

CALIFORNIA **B**ASIC
EDUICATIONAL **S**KILLS **T**EST

Center for Careers in Teaching
California State University Fullerton

WHAT IS THE CBEST?

The California Basic Educational Skills Test, or CBEST, is a four-hour exam divided into three different sections – a multiple choice Reading section, a multiple choice Mathematics section, and a Writing section with **two** essays.

WHO MUST TAKE THE CBEST?

In California, you must take the CBEST if :

- You are applying for a CTC approved teacher preparation/credential program
- You are applying to be a day to day substitute
- You are applying for a first teaching credential

MEET THE BASIC SKILL REQUIREMENT

Examination	English Score Requirement	Math Score Requirement
CSET: Multiple Subject + CSET Writing Skills	Score of 220+	
CSU Early Assessment Program (EAP)	“College Ready” or “Exempt”	“College Ready” or “Exempt”
CSU Placement Exams (EPT and ELM)	Score of 151+	Score of 50+
College Board SAT	Score of 500+	Score of 550+
ACT	Score of 22+	Score of 23+
College Board Advanced Placement Examinations (AP)	Score of 3 or above on one of the following: <ul style="list-style-type: none"> • AP English Language and Composition • AP English Literature and Composition 	Score of 3 or above on one of the following: <ul style="list-style-type: none"> • AP Calculus AB • AP Calculus BC • AP Statistics

WHEN IS THE CBEST OFFERED?

- Paper-based testing (\$41) is offered five to six times during the year. In 2017-2018, you can take the CBEST in the following months: September, December, February, April, and July.
- Computer-based testing (\$41 + \$61) is available year-round **by appointment only**, Monday through Saturday (excluding holidays).

PAPER-BASED TESTING

REGISTRATION SCHEDULE FOR PAPER-BASED TESTING

Test Date	Regular Registration Deadline	Late Registration Deadline (additional fee applies)	Emergency Registration Deadline (additional fee applies)	Test Results Release Date
Sep. 23, 2017	Aug. 18, 2017	Sep. 8, 2017	Sep. 15, 2017	Oct. 9, 2017
Dec. 9, 2017	Nov. 3, 2017	Nov. 24, 2017	Dec. 1, 2017	Dec. 26, 2017
Feb. 3, 2018	Dec. 29, 2017	Jan. 19, 2018	Jan. 26, 2018	Feb. 19, 2018
Apr. 21, 2018	Mar. 16, 2018	Apr. 6, 2018	Apr. 13, 2018	May 7, 2018
Jul. 7, 2018	Jun. 1, 2018	Jun. 22, 2018	Jun. 29, 2018	Jul. 23, 2018



Your registration must be completed by 5:00 p.m. Pacific time on the registration deadline for the period.

COMPUTER-BASED TESTING AVAILABLE YEAR-ROUND!



CBEST computer-based testing is available Monday through Saturday (excluding some holidays). There are no registration deadlines; however, you should plan to register as early as possible before your desired test date, as seating is limited. Scores will be reported within 2 weeks of testing.



SCAN

for up-to-date program information.

TAKING AND PASSING THE TEST

- You must pass all three sections:
Reading, Mathematics, and Writing.
- Once you pass a particular section, you do not have to take that section again.
- If you do not pass a section, you can register, pay the \$41 fee and retake the entire test or just that one section. Note that you may not take the CBEST more than once in any 45–calendar-day period.
- Retaking sections that you have already passed may help you reach the total score required to pass the CBEST.

CBEST QUESTIONS

Format of questions on the CBEST:

<u>Section</u>	<u>Number of Questions</u>
Reading	50 (Multiple Choice)
Mathematics	50 (Multiple Choice)
Writing	2

THE READING QUESTIONS

- What does it test?
 - This section assess your ability to comprehend information presented in written passages, tables, and graphs
- **No outside knowledge is required!**
- Reading passages vary in length ranging from one or two sentences to 200 words
- Questions will come from two major skill areas:
 - Critical analysis and evaluation (40% of the questions)
 - **Comprehension and research skills** (60% of the questions)

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

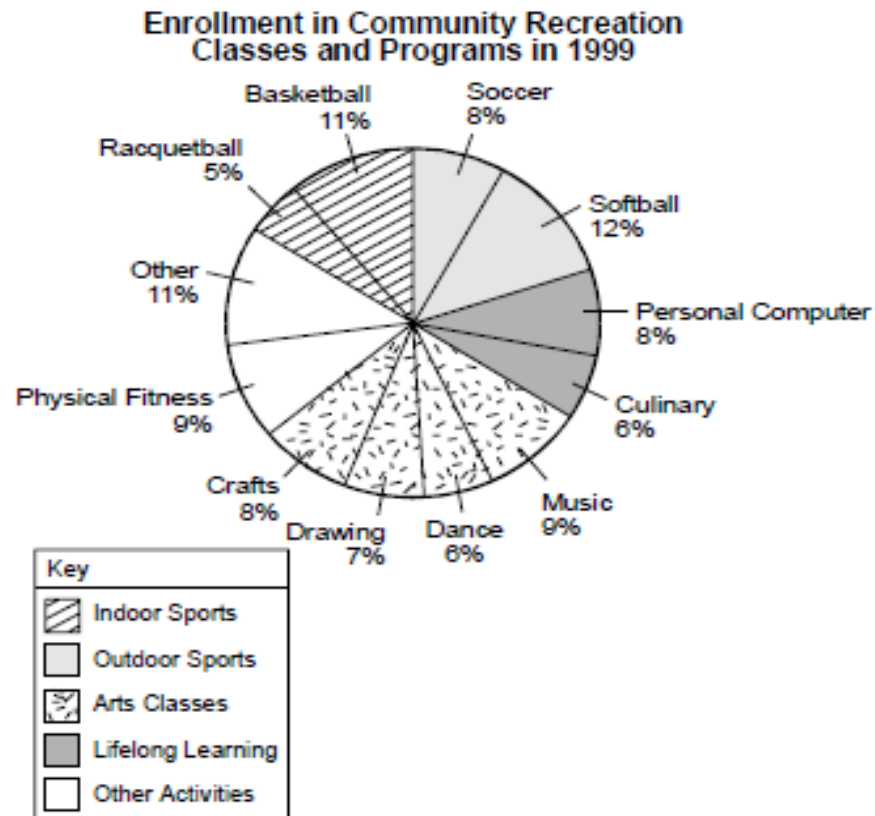
Over the last several years, zoos in the United States have been shifting their focus from being showplaces for exotic animals to serving as centers of zoological education. _____

_____ Through interactive displays, demonstrations, and supervised live contact with small mammals, birds, and reptiles, children can learn about animal adaptation and habitats, endangered species, and how humans can contribute to the welfare of local animals. Educators looking for a way to spark student interest in the natural world would be well advised to schedule a visit to a local or regional zoo.

6. Which sentence, if inserted into the blank line in the passage, would best fit the writer's pattern of development?
- A. Many zoos today offer a variety of hands-on educational activities for school groups.
 - B. The first zoo in the United States was established in 1859 by the Philadelphia Zoological Society.
 - C. People have been exhibiting animals in zoos since ancient times.

7. The writer's argument in the passage is addressed mainly to:
- A. conservationists.
 - B. animal lovers.
 - C. schoolteachers.
 - D. zookeepers.
 - E. schoolchildren.

9. Use the graph below to answer the question that follows.



In 1999, enrollment in community recreation classes and programs was highest in which of the following areas?

- A. Indoor Sports
- B. Outdoor Sports
- C. Arts Classes**
- D. Lifelong Learning
- E. Other Activities

21. **Read the passage below; then answer the question that follows.**

The European settlers in the Americas were better armed than the native peoples, and more importantly, more resistant to the European diseases they carried with them. Influenza and smallpox were destined to kill far more than was simple firepower. Thus the Europeans prevailed against large numbers of native Americans and became successful exporters of tobacco.

Which of the following statements does *not* fit into the pattern of logic developed in the passage?

- A. The Europeans were better armed.
- B. The Europeans were more resistant to disease.
- C. Influenza and smallpox killed more people than did simple firepower.
- D. The Europeans prevailed against large numbers of native Americans.
- E. The Europeans became successful exporters of tobacco.

A LOOK AT THE MATHEMATICS SECTION

- What does it test?
 - Brush up on your basics – arithmetic, measurements, introductory algebra and introductory geometry
- Most of the questions are presented as word problems.

MAJOR MATH SKILL AREAS

35% of questions	Computation and problem solving
30% of questions	Estimation, measurement, and statistical principles
35% of questions	Numerical and graphic relationships

1. During a semester, a student received scores of 76, 80, 83, 71, 80, and 78 on six tests. What is the student's average score for these six tests?

A. 76

B. 77

C. 78

D. 79

E. 80

Mathematical Average - The **sum** of all of the numbers in a list divided by the number of items in that list.

$$76+80+83+71+80+78= 468$$

$$468/6 = 78$$

2. Use the table below to answer the question that follows.

Section	Total Number of Questions	Number of Questions Correctly Answered
Algebra	20	17
Trigonometry	15	11
Geometry	25	20

On the three sections of a math test, a student correctly answered the number of questions shown in the table above. What percent of the questions on the entire test did the student answer correctly?

A. 20%

B. 48%

C. 75%

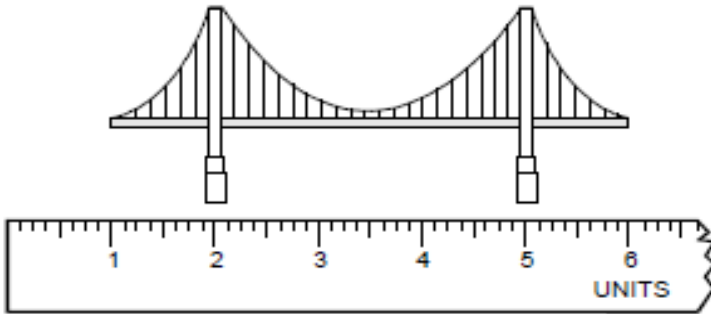
D. 80%

E. 96%

To get the **percent**, divide the number **correct** by the total number and multiply the result by 100.
correct = 48 # of questions = 60

$$48/60 = .80 \times 100 = 80\%$$

3. Use the diagram below to answer the question that follows.



If the actual length of the bridge is 4200 feet, then what is the scale of the diagram of the bridge?

- A. 1 unit = 700 feet
- B. 1 unit = 763.6 feet
- C. 1 unit = 840 feet
- D. 1 unit = 933.3 feet
- E. 1 unit = 1050 feet

4. Which of the following is the most appropriate unit for expressing the weight of a pencil?

- A. pounds
- B. ounces
- C. quarts
- D. pints
- E. tons

Information provided: bridge is 5 units long

Actual length divided by # of units

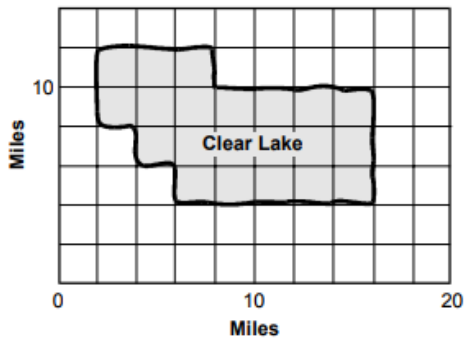
$$4200 \text{ ft.} \div 5 = 840 \text{ feet}$$

$$1 \text{ unit} = 840 \text{ feet}$$

5. Ms. Gutierrez needs to order rope for her gym class of 32 students. Each student will receive a piece of rope that is 5 feet 8 inches long. What is the total length of rope Ms. Gutierrez needs to order for her class?

- A. 106 feet 8 inches
- B. 154 feet 8 inches
- C. 160 feet 8 inches
- D. 181 feet 4 inches**
- E. 185 feet 6 inches

6. Use the diagram below to answer the question that follows.



What is the total length of Clear Lake's shoreline?

- A. 22 miles
- B. 44 miles**
- C. 48 miles
- D. 56 miles
- E. 84 miles

Information provided:

5 feet 8 in (length of each piece of rope); 32 students

1. Convert 5 feet 8 in. to # of inches
2. 5 feet = 12 in x 5 = 60 inches + 8 inches = **68 inches**
3. Multiply the # of inches by the # of students **68 x 32 = 2176 inches**
4. Divide the number of inches by 12(inches in a foot)
2176 ÷ 12 = 181 r4
5. Answer **181 feet 4 inches**

10 units = 20 miles

1 unit/side = 2 miles

The lake is 22 units/sides

22 sides x 2 miles = **44 miles**

SCORING THE CBEST

Minimum Total Score = 123

Minimum Section Score = 41*

** However, with a total score of 123 or above, you can also pass with a minimum section score of 37*

	Example #1	Example #2	Example #3
Reading Score	41	43	50
Writing Score	41	43	50
Math Score	41	37	30
Total Score	123	123	130
Result	Pass	Pass	Fail Re-take all or just math

HOW ARE THE MULTIPLE CHOICE QUESTIONS ARE SCORED?

Each section score is based on a scale ranging from 20 to 80. For the Reading and Mathematics sections, your score is derived from the total number of questions you answered correctly.

Skill Area Performance: Your performance on the multiple-choice test questions for each skill area is indicated next to the skill area title. The information will help you assess your areas of strength and weakness and/or will help you prepare to retake any section(s) of the test. For each skill area, you will see one of the designations that appear below.

++++	If you answered most of the questions correctly (scaled skill area score of 61–80)
+++	If you answered many of the questions correctly (scaled skill area score of 41–60)
++	If you answered some of the questions correctly (scaled skill area score of 31–40)
+	If you answered few or none of the questions correctly (scaled skill area score of 20–30)

THE WRITING SECTION

2 essays –

Personal Experience - the “Experience” essay

Topics include reminiscences about people or past events, situations at home, school, or in the community, current events and issues, observations about the media, hobbies, personal successes and accomplishments, changes the writer would like to see made, career choices, and the like.

Explanatory/Analytic - the “Issue” essay

Calls on the writer to explain current issues and ideas, controversies, difficulties, or opinions.

HOW ARE THE ESSAYS SCORED?

Rhetorical Force – the clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's ideas.

Organization – the clarity of the writing and the logical sequence of the writer's ideas.

Support and Development – the relevance, depth, and specificity of the supporting information.

HOW ARE THE ESSAYS SCORED?

Usage – the extent to which the writing shows care and precision in word choice.

Structure and Conventions – the extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (spelling, punctuation, and capitalization)

Appropriateness – the extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose.

CBEST WRITING SCORE SCALE

Score	Score Point Description
4 (Pass)	A “4” is a well-formed writing sample that effectively communicates a whole message to the specified audience.
3 (Marginal Pass)	A “3” is an adequately formed writing sample that communicates a message to the specified audience.
2 (Marginal Fail)	A “2” is a partially formed writing sample that communicates a message to the specified audience.
1 (Fail)	A “1” is an inadequately formed writing sample that fails to communicate a message to the specified audience.

TIPS FOR THE WRITING SECTION

- Write only about the topics within the essay prompts.
- Address all the points presented in the topics.
- Support generalizations with specific examples.
- Read each topic and organize your thoughts before you begin writing.
- Allocate your time wisely so that you can write about both topics.
- If taking a paper-based exam, use a no.2 (soft lead) pencil to write your essays. (no mechanical pencils or pens allowed)
- Write in your own words and do not paraphrase or copy any other work.

TIPS FOR THE WRITING SECTION

- Use smooth transitions that flow from one paragraph to another.
- Develop the essay in an organized, logical sequence.
- Use the correct mechanics of writing – including spelling, sentence structure, punctuation, and word usage.
 - Spell-check and grammar check features are not available to paper-based or computer administered test takers.
 - Multiple errors will lower your score, especially if they interfere with the reader's ability to understand your essay.
- The readers are professional graders, so avoid using trendy words, clichés, and jargon.

ESSAY WRITING PITFALLS

- The “I Believe” Syndrome

When discussing your opinion on an issue, it is natural to state “I think” or “I believe”. However, the reader understands that the contents of the essay are your thoughts. Use the statement sparingly!

- Big Word Syndrome

Word choice can enhance the quality of your essay but it can also hinder the reader’s flow. Too many “big words” can detract from the expressed point of view; sometimes simple, direct words convey your ideas better.

ESSAY WRITING PITFALLS

- Redundancy Syndrome

It is boring to read the same thought restated over and over again. Each sentence should add something unique to the essay.

- Ugly Essay Syndrome

Be respectful of your readers. CBEST scorers will read hundreds of essays. Imagine reading an essay that is messy, illegible, and missing proper indentations. Scorers will appreciate a well formatted, neatly written essay – your writing will take center stage, not your handwriting!

PERSONAL EXPERIENCE SAMPLE TOPIC

Most students have had some type of difficulty in one course or another. In an essay to be read by an audience of educated adults, identify one class in which you faced difficulty as either a student or as a teacher, describe the difficulty, and how you handled the situation.

Score Point 4

If my seventh grade history teacher had known what was in store for him that year, I am sure he would not have chosen the teaching profession. I took an immediate dislike for this tall and gangly character. Why? There was really no reason except that he did not fit my image of a history teacher. He was young, knowledgeable, and eager to please—perhaps a bit too eager and that is where our clash began.

Each day Mr. Simms would strut across the room making ridiculous analogies, crowing out quotes from Abraham Lincoln and making what I thought was a complete fool of himself. It must have been this kind of annoying behavior that made me suddenly decide to start antagonizing this bewildered fellow. I interrogated him; I found faults with his reasoning; I publically announced contradictory details. I wanted answers and he couldn't give them.

Because Mr. Simms was an inexperienced teacher and did not reprimand my rudeness, I continued my torture tactics. I began antagonizing this poor man in subtle ways. While all the other students were obediently paying attention and taking notes, I would sit and stare at a point in the air just above Mr. Simms' left temple. Some days I would sit bolt upright and pretend to be falling asleep, but when called on I would ask a question or make a point that was undeniably relevant to the discussion or lecture that was underway. Then too, I would come to class just late enough to create a slight distraction, then I would noisily turn the pages in my book and notebook, as if desperately searching for my place.

My very best trick, however, was the Friday I handed in the midterm paper. We were studying the Spanish-American War, and he was always trying to spice up his lectures by breaking into foreign languages, so I decided to write my paper in Spanish. "Let's see what he does with this one," I said to myself. It must have fazed him, but he didn't let on. Mr. Simms commented on my paper in Spanish too difficult for me to understand, then at the bottom wrote "THRILLED TO SEE YOU ENGAGED BY THE ASSIGNMENT. A-." Had I had chalked up another victory? I wasn't so sure.

Maybe I realized antagonizing Mr. Simms wasn't fun anymore. Maybe I realized I was the loser in the end. The day after I got the paper back, I suddenly became "engaged" by history class. I stopped fooling around, started paying attention in class, and called a halt to the needling of Mr. Simms, a man who, I decided, was not so bad after all.

Score Point 3

During seventh grade students were being streamed into different classroom. We were divided up into different groups for english classes at different levels. Maybe because I was always quiet and well-behaved, I was put in an advanced class.

This was very scary for me for a number of reasons. First, the teachers did not tell me why I was being placed in this higher Class. Second, I had always had trouble with keeping up in reading but never said anything. Suddenly I found myself being placed in a class with the best students in the school.

The way I handled this situation was by bluffing. I would have one of my friends check over my papers to reduce the worst errors so the teacher never knew how much help I needed. If we were going to be tested on anything, I would talk to someone who had read it in order to get the information.

Because I was able to get by talking to my freinds, the teacher never caught on to the fact that I needed help. I know now that it would have been smarter to have been caught that to continue to fool everyone.

Score Point 2

The class situation which presented me with the greatest problem was a seminar on the History of Technology. The problem was that I was not prepared to participate actively in class because of a very heavy course load. This situation arose because none of the required classes for my major were available before this. This problem was resolved through attending class.

The class was held twice a week for two hours. I never missed a class. Before each class I did the required reading and completed all written assignments. The effort to complete the course was considered enough to pass.

Score Point 1

Learning takes a long time. It requires good motivation the part of the teacher and concentration and good attitude on the part of students. In such a course like Calculus, the students find it very difficult sometimes because the course is abstract coupled with calculations. Students find it very strange and later find the course tiring. Teacher-student conflicts can be started over students boredom or lack interest in subject field.

A teacher should have good training.

EXPLANATORY / ANALYTIC SAMPLE TOPIC

Ernest Hemingway once commented, “As you get older, it is harder to have heroes, but it is sort of necessary.” To what extent do you agree or disagree with his observation?

Support your opinion with specific examples.

Score Point 4

I agree quite strongly with Hemingway that age brings increasing difficulty in finding heroes, but that one still needs them. As skepticism increases, the number of people one can admire or hope to emulate decreases. An older person, having more experience and having acquired, one hopes, a more objective and realistic assessment of other people, tends to see more flaws than a younger person might. On the other hand, the older person is likely to recognize and value certain qualities such as careful reasoning, empathy, and kindness that a younger person might overlook or consider irrelevant. (Yet another problem is that a person's heroes tend to be older than herself, and the number of possibilities dwindles, but that has to be accepted!)

Thus, I believe that men and women of all ages need heroes. As a woman, though, I find that heroes—heroines, actually—are especially important because the role of a woman is constantly being redefined. Women today are frequently expected not just to "have it all" but to do it all: maintain successful careers; develop and nurture the kind of relationships with others that they often value so highly; and, in many cases, contribute their financial and emotional resources to the raising of a family as well. Idolizing other women can be therapeutic, eye-opening and inspirational. One can see what remarkable women have done, how they've done it and what they have to say about it all.

For example, I have always admired Maya Angelou's ability to integrate her personal and her professional life. And Toni Morrison, in works such as The Bluest Eye and Beloved, creates intelligent, honest fictional characters and provides a vast outpouring of thought-provoking and challenging ideas. The fact that both of these women are both female and black makes them the more admirable to me.

The older I get, the more important these "'Hero' women" become for me. Such people help one to keep on trying, both by exhortation and example. I like to think I can at least try to follow their lead; they are, indeed, "sort of necessary."

Score Point 3

I agree with Ernest Hemingway that having heroes is necessary. For the young heroes can show direction and provide examples for how life can be and the opportunities that are available for those who try. For the older person heroes can provide different options.

As one gets older illusions in life are replaced with hard realities. For example how can one cope with illness, the loss of close friends, and the many other problems that occur. Heroes for these people can give hope and courage.

A hero does not have to be a famous personality like Sister Teresa, Michael Jordan or Madonna; a hero can be a coworker, a friend who has made the best of a sticky situation, or anyone who has survived an ordeal and can demonstrate the opportunities that can come out of crisis.

Besides support heroes can provide examples of options that are available. Often when there are trying times a person could think what would my hero do in this situation. How would they solve this problem. This can enable a person to make a tragedy into a victory by opening new options.

Heroes are very important whether you're young or old because they can give hope, inspiration and support in trying times and enable you to go on through life and turn your tragedies into triumphs.

Score Point 2

Heroes are for the young and not the old. As you get older there is no longer a need for heroes. I disagree with Ernest Hemingways comment "As you get older, it is harder to have heroes, but it is sort of necessary.

When you are young everyone is your heroe, but most little kids think of superstars as their heroes. Children often have superstars as heroes, but they are not the only heroes. Children look up to anybody who can do something really great, according to them.

As you grow older the need for a Heroe disappears. As you get older you realize that your heroe was somebody you want to be just like. Now that you are older you are not interested in fighting crime as bat Women or Man. Now you are older you see things how they really are not how they seem.

I think its important to stop chasing heroes and get on with your life.

Heroes are somebody who is greater than you and older than you. If we always have heroes then we can never be the hero.

Therefore, I disagree with having heroes as you get older. When you are older I think you should be the hero not someone else.

Score Point 1

I believe everyone has heroes. But as you grow older your heroes become fewer in that they are more important. As a youngster a hero may be ninga, cat woman or Dick Tracy. As an adolesent heroes tend to be toward t.v. stars or musicians. As an adult, politicians or soldiers or maybe even a tremendous sports star, can be a hero. These are just as necessary as the others. Heroes play the "perfect" role model. We use them throughout our lives as goals we set to strive for.

ADDITIONAL TIPS

- Structure your essays with multiple paragraphs
- You may use blank space in the test booklet to make notes or prepare a rough draft for each essay. You will not be scored on pre-writing efforts
- Spend an equal amount of time on each essay since they are each scored equally

Online Practice Test

CBEST TEST PREPARATION



CALIFORNIA
Educator Credentialing Examinations

[View Cart](#) | [My Account](#) | [Contact Us](#)

Select a category... ▼

[Find Info](#)

[Home](#)

[Tests](#)

[Prepare](#)

[Register](#)

[Get Results](#)

[Policies](#)

[Find Info](#)

[Home](#) / [Prepare](#)

Prepare

Find study guides, including test content, practice test questions, score scales for written assignments, computer-based testing tutorials, annotated bibliographies, and test results explanations, as applicable.

Select a test... ▼

[Go](#)

[↑ Top of Page](#)

[Home](#)

[Prepare](#)

▶ [Test Content](#)

▶ [CBT Tutorials](#)

Copyright © 2017 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Pearson, P.O. Box 226, Amherst, MA 01004

[Home](#) / [Tests](#) / [CBEST](#) / [Preparation Materials](#)



CBEST Preparation Materials

Test Content

[CBEST Test Specifications](#)

Practice Test

Take the interactive practice test on your computer:

- [Introduction and tutorial](#)
- [Reading](#)
- [Math](#)
- [Writing](#)

* requires [Flash](#)

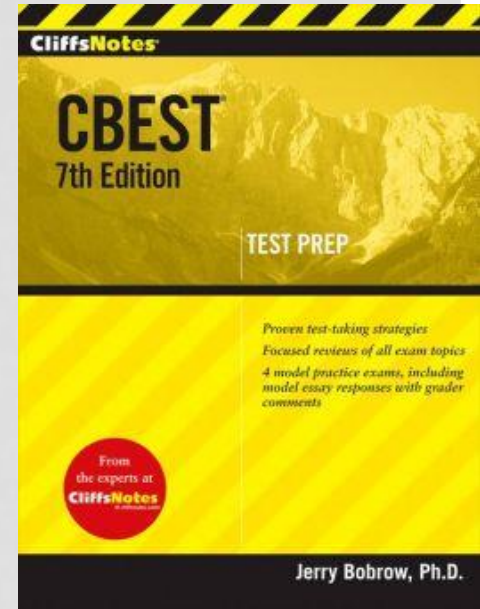
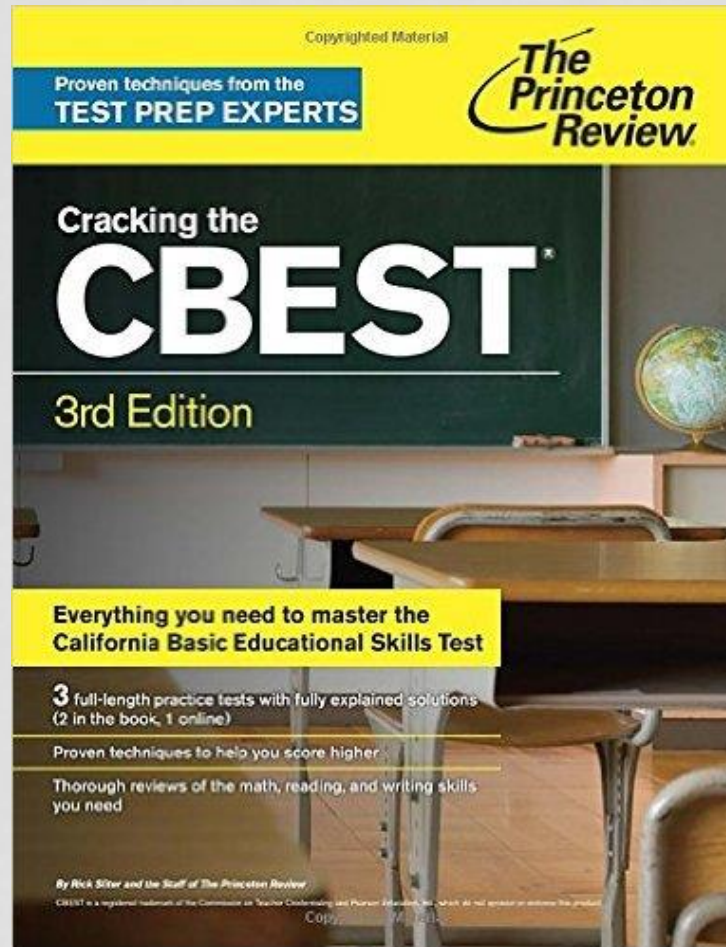
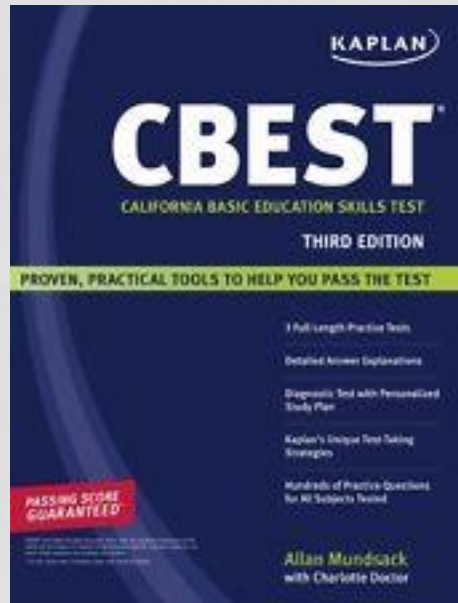
Each section of the practice test is available in a PDF format:

- [Reading Section Practice Test](#)
- [Mathematics Section Practice Test](#)
- [Writing Section Practice Test](#)

CBEST TEST PREP

WWW.CTCEXAMS.NESINC.COM

CBEST TEST PREPARATION



FOR MORE INFORMATION...

Visit the official CBEST website at
www.ctcexams.nesinc.com

OTHER THINGS TO KNOW

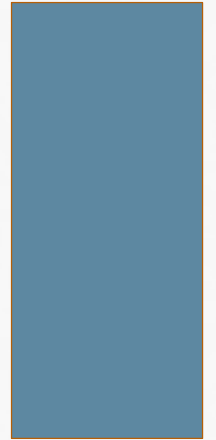
- No calculators
- No phones
- Have a time plan!
- Wear a watch!
- Clear water bottles without a label
- You can NOT be late
 - Maybe drive to the location before test date
- Work on the exam in whatever order you want

QUESTIONS



CSET

California Subject
Examinations for
Teachers



WHAT IS THE CSET?

The **C**alifornia **S**ubject **E**xamination for **T**eachers, or CSET, is a timed exam divided into three to five different sections – each section has a specific content focus.

WHY TAKE THE CSET?

California teaching credential candidates are required by law to verify their subject matter knowledge and competencies.

About the CSET

Quick Overview of California Subject Examination for Teachers (CSET):

- Approximately \$79-\$133 per section
- Students may take 1-5 subtests during any of the scheduled test sessions.
- Taking the tests one at a time requires careful planning to ensure that all subtests are passed prior to the deadline for the credential program application.
- A passing exam score must be used for credentialing purposes within five years. The 10-year clock starts ticking with the passing of the first subtest.
- Test materials were developed using, in part, textbooks, California curriculum frameworks, California K–12 Student Academic Content Standards, Common Core State Standards as adopted by California, teacher education curricula, and CTC preparation program standards.

CSET CONTENT AREAS

California Subject Examinations for Teachers® (CSET®)

- Agriculture
- American Sign Language
- Arabic
- Armenian
- Art
- Business
- Cantonese
- English
- English Language Development
- Farsi
- Filipino
- Foundational-Level General Science (LAST TEST ADMINISTRATION 8/6/2017)
- Foundational-Level General Science (FIRST TEST ADMINISTRATION 8/7/2017)
- Foundational-Level Mathematics
- French
- German
- Health Science
- Hebrew
- Hindi
- Hmong
- Home Economics
- Industrial and Technology Education
- Italian
- Japanese
- Khmer
- Korean
- Mandarin
- Mathematics
- Multiple Subjects
- Music
- Physical Education
- Portuguese
- Preliminary Educational Technology
- Punjabi
- Russian
- Science (LAST TEST ADMINISTRATION 8/6/2017)
- Science (FIRST TEST ADMINISTRATION 8/7/2017)
- Social Science
- Spanish
- Turkish
- Vietnamese
- Writing Skills

WHEN IS THE CSET OFFERED?

All CSETs are administered as computer-based testing

Computer-based testing is available year-round **by appointment.**

CSET TEST FORMAT

- Exam is divided into 1-5 subtests each with a specific focus
- Questions are presented in two formats
 - Multiple choice
 - Constructed responses
(short (100-150 words) & extended (150-250) words)

SUBJECT MATTER COMPETENCY

California Subject Examination for Teachers:
Multiple Subjects (CSET)

- ✓ Offered in three separate subtests which are divided by subject matter
 - 1) Language Arts, Literature & Social Science
 - 2) Math & Science
 - 3) Visual & Performing Arts, Physical Education, & Human Development
- ✓ Each Subtest is \$99 or \$247 for all sections taken together

CSET: MULTIPLE SUBJECTS

CSET: Multiple Subjects

Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions (short [focused] responses)
I	Reading, Language, and Literature	26	2
	History and Social Science	26	2
	Subtest Total	52	4
II	Science	26	2
	Mathematics	26	2
	Subtest Total	52	4
III	Physical Education	13	1
	Human Development	13	1
	Visual and Performing Arts	13	1
	Subtest Total	39	3

A basic four-function on-screen calculator will be provided for examinees taking the Multiple Subject Subtest II: Science; Mathematics. An on-screen calculator preview is provided in the Computer-based tutorials on the website.

SUBJECT MATTER COMPETENCY

California Subject Examination for Teachers:
Single Subject in **Social Science** (CSET)

✓ Offered in three separate subtests which are divided by subject matter focus

1) **World History; World Geography**

2) **US History; US Geography**

3) **Civics; Economics; California History**

✓ Each Subtest is \$99; \$72-\$134 other subjects

CSET: SOCIAL SCIENCE FORMAT

CSET: Social Science			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
I	World History	35	1 extended response and 1 short (focused) response
	World Geography	4	1 short (focused) response
	Subtest Total	39	3
II	U.S. History	35	1 extended response and 1 short (focused) response
	U.S. Geography	4	1 short (focused) response
	Subtest Total	39	3
III	Civics	18	1 short (focused) response
	Economics	15	1 short (focused) response
	California History	7	1 short (focused) response
	Subtest Total	40	3

A MULTIPLE CHOICE QUESTION

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.

5. 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
6. 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.?

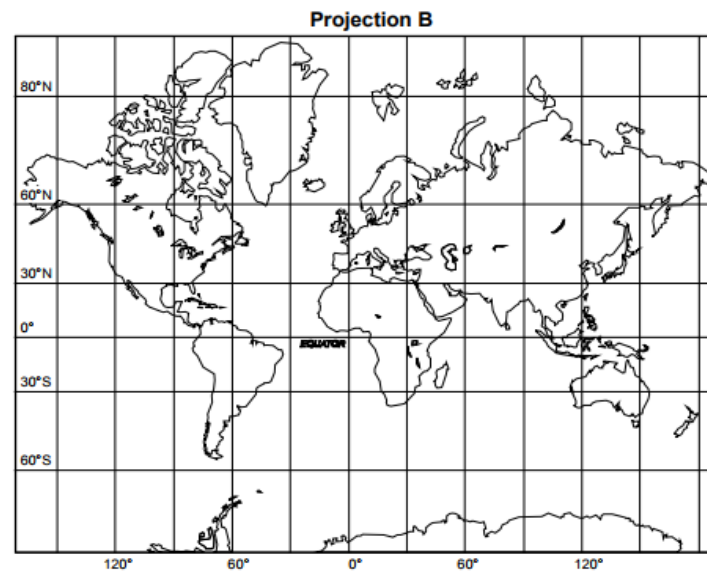
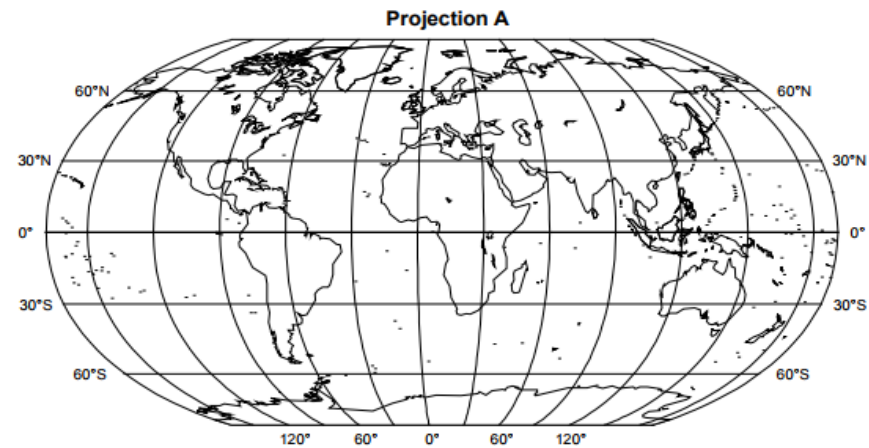
A MULTIPLE CHOICE QUESTION

5. **Correct Response: C** Most of the paragraph adopts a descriptive, neutral tone that might be found in a purely informational text. However, Sentence 4 reveals that the author has an opinion and is trying to persuade the reader to adopt it. In this sentence, the author points out that D.C. residents are being treated like felons and uses the phrase “bitter irony” to indicate disapproval of their treatment and to appeal to readers’ emotions. These are characteristics of persuasive writing.

6. **Correct Response: D** In the passage, the author provides the outline of an argument in favor of Congressional representation for Washington, D.C. A researcher who wishes to engage in an objective investigation of this issue should seek out and evaluate the arguments raised by those holding the opposite view. Presumably, these arguments would help to explain why Congressional representation has this far not been granted.

A CONSTRUCTED RESPONSE

18. Use the map projections below to complete the exercise that follows.



Using your knowledge of geography, compare the advantages and disadvantages of each of the map projections shown above, including the geographic tasks for which each is best suited.

A CONSTRUCTED RESPONSE

World Geography

Question #18 (Score Point 3 Response)

All maps are efforts to represent the spherical surface of the earth on a flat plane. It isn't possible to do this with complete accuracy, so there are always distortions of some kind. In these two examples, Projection A limits distortion of the size of land masses by keeping the longitude lines curved, as they are on the globe. There is some distortion to the shapes of continents, however. The longitude lines don't converge at 0 degrees at the poles, so land shapes approaching the poles are flattened and spread out. Land nearest the poles is not very populous or much visited, however, so this is generally a good map for depicting the size of continents and their geographical relationships.

Projection B is the familiar Mercator projection, which keeps the meridians vertical, more drastically spreading the image near the poles. Greenland, for instance, is huge, whereas in reality it should be about the size of the Arabian peninsula. But the shapes of land-masses themselves are accurate, as are their relationships in terms of direction. For this reason the Mercator projection is still used for navigation.

CONSTRUCTED RESPONSE QUESTIONS

Constructed-response assignments are 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

CONSTRUCTED RESPONSE SCORING

Scoring Scale. Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: Social Science 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 subject matter requirements for CSET: Social Science.</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 subject matter requirements for CSET: Social Science.</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 subject matter requirements for CSET: Social Science.</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, primarily in a language other than English, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>

HOW DOES ONE PREPARE FOR THE CSET?

- Become familiar with the CA Content Standards and Frameworks.
<https://www.cde.ca.gov/ci/cr/cf/>
- Choose a **major** that prepares you in subject matter knowledge.
- Take classes that support your knowledge in your subject area(s).
- Keep your notes, exams, and papers from all subject matter classes.

CSET PREPARATION MATERIALS



CALIFORNIA
Educator Credentialing Examinations

[View Cart](#) | [My Account](#) | [Contact Us](#)

Select a category... ▼

[Find Info](#)

[Home](#)

[Tests](#)

[Prepare](#)

[Register](#)

[Get Results](#)

[Policies](#)

[Find Info](#)

[Home](#) / [Prepare](#)

Prepare

Find study guides, including test content, practice test questions, score scales for written assignments, computer-based testing tutorials, annotated bibliographies, and test results explanations, as applicable.

Select a test... ▼

[Go](#)

[Home](#)

[Prepare](#)





▶ [Test Content](#)

▶ [CBT Tutorials](#)

CSET PRACTICE TEST: MULTIPLE SUBJECTS

Sample Questions


Review sample questions and responses and scoring information:

- [Subtest I](#) 
- [Subtest II](#)  (last test administration 8/6/2017)
- [Subtest II](#)  (first test administration 8/7/2017)
- [Subtest III](#) 





Practice Test

Take the interactive practice test on your computer:

- [Introduction and tutorial](#)
- [Subtest I](#)
- [Subtest II](#) (last test administration 8/6/2017)
- [Subtest II](#) (first test administration 8/7/2017)
- [Subtest III](#)

* requires Flash 

The practice test forms for each subtest are also available as PDF documents. Please note that double-sided printing is recommended.

- [Subtest I](#) 
- [Subtest II](#)  (last test administration 8/6/2017)
- [Subtest II](#)  (first test administration 8/7/2017)
- [Subtest III](#) 

CSET TEST GUIDES: SINGLE SUBJECTS

[Home](#) / [Tests](#) / [CSET: Social Science](#) / [Preparation Materials](#)



CSET: Social Science Preparation Materials

General Program Information

[General Information About the CSET Program](#)

Test Structure and Content

- [General Information About the CSET: Social Science](#) includes the test structure and an annotated list of resources.
- [Social Science Subject Matter Requirements](#) provide the content of the examination.
 - [Subtest I](#)
 - [Subtest II](#)
 - [Subtest III](#)

Sample Questions

Review sample questions and responses and scoring information:

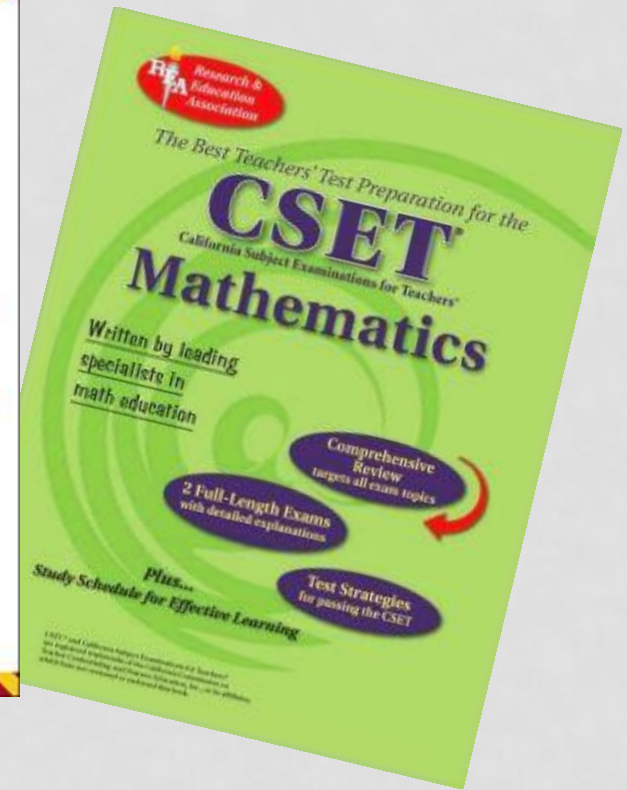
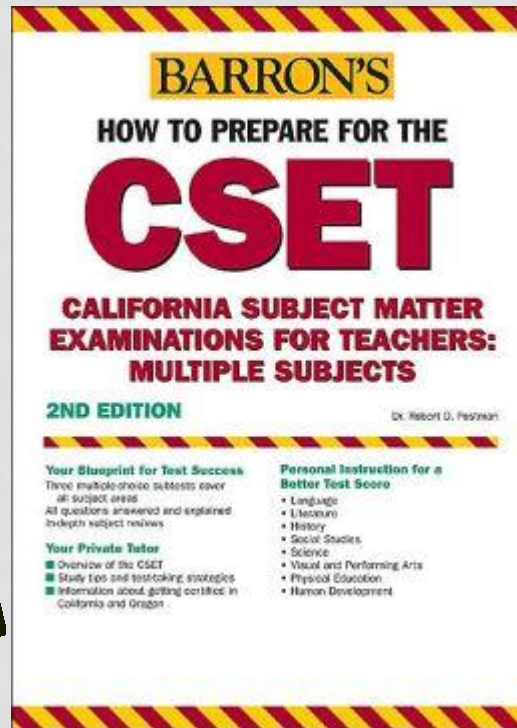
- [Subtest I](#)
- [Subtest II](#)
- [Subtest III](#)

Tests

[CSET: Social Science](#)

- ▶ [Preparation Materials](#)
- ▶ [Test Fees and Payment Information](#)
- ▶ [Requesting Alternative Testing Arrangements](#)
- ▶ [The Day of the Test](#)
- ▶ [Policies](#)

CSET TEST PREPARATION



WHAT GE CLASSES BEST PREPARE ME FOR THE CSET?

Courses selected for the General Education Program can provide additional opportunities for establishing a knowledge base that will cover the subject matter standards underlying the CSET.

It is strongly recommend that students see their counselor frequently regarding GE , major, and credential program requirements.

HOW TO PREPARE AS A FRESHMAN/SOPHOMORE



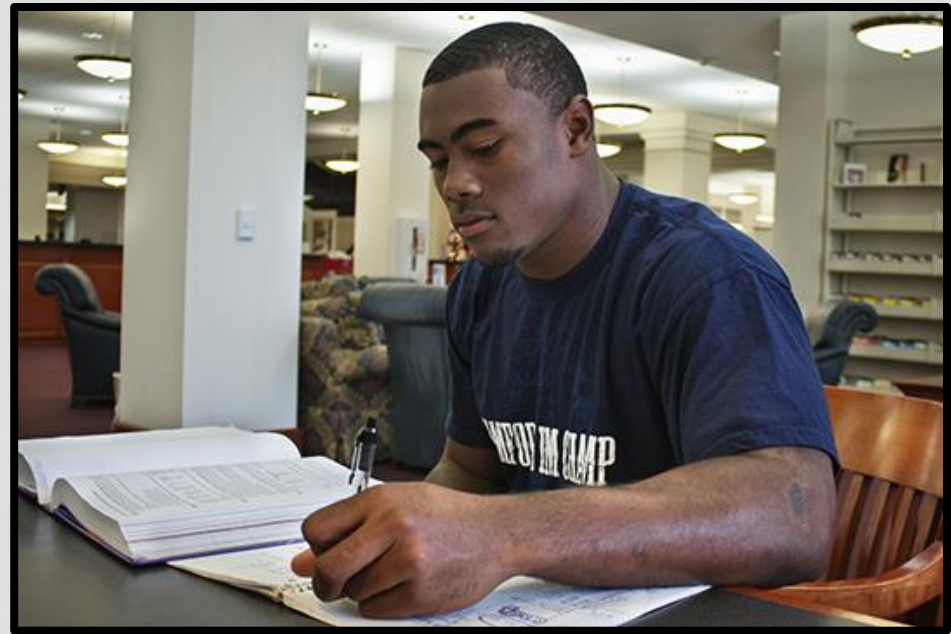
Select every general education class with an eye toward subject matter preparation.

Research majors, minors, certificates, or electives that can build your foundational knowledge for your content area(s)

HOW TO PREPARE AS A JUNIOR/SENIOR

Juniors & seniors should select a major that will offer subject matter preparation.

Consider a minor or electives to support other career objectives i.e. minor in Spanish for bi-lingual authorization preparation



RESOURCES FOR CSET PREP

Orange County Department of Education

Study guides and test advisement

[http://www.ocde.us/InstructionalServices/Leadership/Pages/California-Subject-Examinations-for-Teachers-\(CSET\)-Test-Prep-Series.aspx](http://www.ocde.us/InstructionalServices/Leadership/Pages/California-Subject-Examinations-for-Teachers-(CSET)-Test-Prep-Series.aspx)

UC Irvine

Free online math & Science prep courses

http://ocw.uci.edu/collections/california_subject_examination_for_teachers_preparation_resources.html

CSET Test Guides

<http://www.ctcexams.nesinc.com/prepare.asp>

OTHER THINGS TO KNOW

- Bring a current government issued id with your picture and signature. Student id's are not valid.
- No phones
- Don't bring any pencils, pens, or paper. It will be provided by the testing site
- No bags, packages, backpacks, briefcases, etc.
- No food or drink (not even gum)
- You can NOT be late; if you are more that 15 minutes late, you may not be admitted and will forfeit any test fees.

FOR MORE INFORMATION



log on to:

<http://www.ctcexams.nesinc.com/index.asp>

QUESTIONS



Caren Bautista

Senior Adviser

California State University Fullerton
Center for Careers in Teaching

(657) 278-7130
askcct@fullerton.edu



CALIFORNIA STATE UNIVERSITY
FULLERTON[™]

FULLERTON