



California Subject Examinations for Teachers®

TEST GUIDE

SPANISH SUBTEST III

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Spanish 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: Spanish. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

Please note that at the actual test administration, you will hear rather than read the passages for the listening comprehension questions.

GENERAL DIRECTIONS

This portion of the test consists of six sections: (1) a listening comprehension section with multiple-choice questions, (2) a reading comprehension section with multiple-choice questions, (3) an oral expression section with constructed-response assignments, (4) a listening comprehension section with a constructed-response assignment, (5) a reading comprehension section with a constructed-response assignment, and (6) a written expression section with constructed-response assignments. The directions for each section appear before that section.

For sections containing multiple-choice questions, read each question and answer choice carefully and choose the ONE best answer. Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing.



**DIRECTIONS FOR THE LISTENING COMPREHENSION
MULTIPLE-CHOICE QUESTIONS**

This section of the test contains multiple-choice questions that involve listening to an audio recording. Listen carefully to the recording. Each excerpt will be followed by one or more multiple-choice questions. Each multiple-choice question has four answer choices. After listening to an excerpt, read each question and answer choice carefully and choose the ONE best answer. Excerpts will vary in length. Unless otherwise indicated, each listening passage will be read twice.

The first recorded excerpt will begin playing automatically once you advance to the next screen. There will be 20 seconds of silence at the beginning of each recording. During these 20 seconds, you should familiarize yourself with the test question(s) presented on the screen.

Once the audio begins, you will not be able to pause, stop, or replay it. Therefore, listen carefully, then answer the question(s) on the screen. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You will not be able to go back and review your answers to questions in this section of the test. Once you move to the next question, you will not be able to go back to previous questions in this section. Therefore, be sure to select your answer carefully before you move to the next question. The next recorded excerpt will not begin playing until you advance to the next question.

Please be aware that the visual enhancements  and  are NOT available during this section of the test. Please DO NOT use these features until you have completed all listening items and proceeded to the remaining sections of the test.

(The examinee will hear and read:)

Escuche cuidadosamente la siguiente conversación. La escuchará dos veces.

(The examinee will hear:)

(female): Yo creía que había hecho claro que en este trabajo deberían considerar todo el material que hemos cubierto hasta ahora. Tú te concentraste en una década del período de la post-guerra. Mis instrucciones fueron que analizaran el desarrollo económico y el social de los cincuenta años después de la Segunda Guerra Mundial.

(male): Lo sé. Pero pensé que al escribir sobre los cincuenta había captado la esencia de la prosperidad después de la guerra. Fue entonces cuando hubo esa gran expansión en la economía, en la tasa de nacimientos y en la construcción. ¡Fue allí donde todo comenzó!

(female): Escribir sobre el comienzo de una tendencia no es lo mismo que analizar los efectos a largo plazo y los resultados de la tendencia. Me parece que lo que pasó fue que comenzaste este trabajo tarde y se te acabó el tiempo.

Ahora conteste las dos preguntas que siguen.

(The examinee will read:)

1. ¿Cuál de los siguientes adjetivos describe mejor el humor de esta hablante?

- A. entusiasmado
- B. molesto
- C. desconfiado
- D. retraído

(The examinee will read:)

2. Esta conversación seguramente tuvo lugar entre:

- A. una madre y su hijo.
- B. dos profesores.
- C. una profesora y su estudiante.
- D. dos amigos.

(The examinee will hear and read:)

3. **Escuche cuidadosamente el siguiente pasaje. Lo escuchará dos veces.**

(The examinee will hear:)

(female): Los gerentes se reunirán en la sala de juntas dentro de dos horas. En el transcurso de tiempo que tenemos hasta entonces, quisiera que revisáramos los totales del inventario. Las ventas del producto han logrado la cifra deseada. Tenemos que asegurarnos de que los objetivos cumplidos estén bien desglosados en los reportes. El proyecto va muy bien.

Ahora conteste la pregunta.

(The examinee will read:)

¿Cuál de las siguientes es la mejor conclusión de este pasaje?

- A. Se planean empezar nuevas propuestas.
- B. Se están cumpliendo los objetivos deseados.
- C. Se venderá el producto a un precio más alto.
- D. Se pedirá apoyo para el proyecto en la reunión.

(The examinee will hear and read:)

4. **Escuche cuidadosamente el siguiente pasaje. Lo escuchará dos veces.**

(The examinee will hear:)

(female): El estudio y conocimiento de la computación es cada vez más importante en nuestro mundo. Es casi imposible encontrar un trabajo donde no se use un tipo de computadora. Ya no se usan solamente en el ramo de las ciencias. Hasta la bodega en la esquina probablemente emplea una computadora para calcular el inventario y los gastos. El precio del equipo ya no es ninguna excusa para no aprovecharse de lo que ofrece. La tecnología se vuelve cada día más barata. Además, a mucha gente le gusta usar las computadoras. La falta de conocimiento de la tecnología tampoco absolverá a nadie. Se pueden encontrar cursos básicos en cualquier universidad o escuela vocacional.

Ahora conteste la pregunta.

(The examinee will read:)

¿Cuál de los siguientes enunciados carece de apoyo en este pasaje?

- A. La computación ya no se usa sólo en el ramo de las ciencias.
- B. A muchas personas les gusta usar una computadora.
- C. La falta de conocimiento de la tecnología no absolverá a nadie.
- D. El precio del equipo ya no es ninguna excusa.

(The examinee will hear and read:)

5. **Escuche cuidadosamente el siguiente pasaje. Lo escuchará dos veces.**

(The examinee will hear:)

(male): Me pareció muy complicado el mensaje de la presentación, aunque me gustaron mucho los títeres. Si la historia no fuera para una público infantil, hubiera sido excelente. Lamentablemente, muchos de los pequeños observadores salieron decepcionados, por el contenido de la presentación. Los temas eran para adultos, y por lo tanto los niños no los comprendieron. Recomiendo que la compañía cambie la manera de contar esta historia para obtener mejores resultados.

Ahora conteste la pregunta.

(The examinee will read:)

¿Cuál de las siguientes respuestas describe mejor la perspectiva del crítico?

- A. Una presentación de actores hubiera sido más satisfactoria.
- B. Las presentaciones de títeres deben ser para una audiencia infantil.
- C. Unos temas más sencillos hubieran sido más apropiados.
- D. Los títeres no son una forma adecuada para temas complicados.

**DIRECTIONS FOR THE READING COMPREHENSION
MULTIPLE-CHOICE QUESTIONS**

Each question in this section of the test is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

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

6. Lea el pasaje a continuación y conteste la pregunta que sigue.

Cuando la mayoría de la gente pinta su casa, sólo piensa en términos del color de la pintura que utilizará. Pero también es fácil crear efectos especiales con un poco de pintura y unos cuantos materiales baratos. Puede crear un efecto de estucado en las paredes interiores sólo con añadir materiales arenosos a la pintura. Lleve el efecto más allá clavando pedazos de madera distribuidos regularmente en la habitación para impartir un efecto de antigüedad. Para el decorado más moderno, puede elegir dos colores complementarios para una misma habitación. Por ejemplo, pinte tres paredes de un color y pinte la cuarta con el segundo color, e invierta completamente el esquema en otra habitación. Como alternativa, puede pintar una pared de blanco y luego pasarle una esponja con otro color por encima. La mayor parte de las ferreterías venden utensilios para el proceso de poner color en las paredes con esponjas, y muchas ofrecen clases gratis en éstas y otras destrezas de decoración del hogar.

¿Cuál de las siguientes respuestas describe mejor la actitud de esta autora con respecto a la decoración del hogar?

- A. Es importante tomar clases de decoración antes de tratar de decorar.
- B. Es aconsejable invertir en materiales de decoración de alta calidad.
- C. Es posible para las personas sin experiencia lograr efectos especiales en el decorado.
- D. Es esencial para el valor de una casa el incluir efectos de decoración creativa.

Lea el pasaje a continuación y conteste las dos preguntas que siguen.

Aunque los procesos de extinción son fenómenos naturales propios de la evolución, distintas investigaciones muestran que los más altos índices en las tasas de desaparición de especies son consecuencia de la acción destructiva de los seres humanos. El lugar más afectado es la selva tropical en donde la extracción indiscriminada de recursos naturales ha llevado a la pérdida de la biodiversidad. Este es un llamado a todos los niveles: científico, económico, político y social para evitar la desaparición de la biodiversidad en las selvas tropicales. Es urgente educar a la gente sobre el tipo de ecosistemas que existen, especies de plantas y animales que los componen para que aprenda a protegerlos y apreciarlos. Los gobiernos deben promover la investigación para saber con qué tipos de ecosistemas contamos; y luego, darnos a conocer los resultados.

7. ¿Cuál de las siguientes es el objetivo principal de este pasaje?
- A. mostrar al público la necesidad de terminar con la extracción de recursos naturales
 - B. documentar los índices de desaparición de especies de las selvas húmedas tropicales
 - C. convencer al público que es necesario proteger la variedad mundial de especies
 - D. explicar las razones de la aceleración de la tasa de extinción de especies al nivel mundial
8. ¿Cuál de las siguientes respuestas describe mejor la recomendación principal de este autor?
- A. convocar diferentes grupos para encontrar una solución juntos
 - B. manifestarse contra la política ecológica del gobierno
 - C. crear programas de investigación científica
 - D. parar la extracción de recursos naturales

9. **Lea el pasaje a continuación y conteste la pregunta que sigue.**

Coincido totalmente contigo cuando dices que los jóvenes son mucho más que una masa de ciudadanos desinteresados. Creo que su participación en programas de ayuda social y muchas otras actividades comunales es valiosa. Comparto también tu preocupación por las dramáticas cifras de inscripción electoral de la juventud como indican las encuestas recientes. Un país en el que vota tan bajo porcentaje de jóvenes es una nación con problemas.

¿Cuál de los siguientes es un hecho que la autora de este pasaje implica?

- A. La participación de los jóvenes en el proceso electoral es pobre.
- B. La nación sufre por la aptitud negativa de los jóvenes.
- C. La participación de los jóvenes en programas sociales es alta.
- D. La nación sufre por la ausencia de los jóvenes en la comunidad.

10. **Lea el pasaje a continuación y conteste la pregunta que sigue.**

El año pasado pagué a la Universidad Central parte de la matrícula correspondiente al tercer año de carrera que cursaba mi hija. Obtuve un préstamo de la universidad por el resto del valor de la matrícula, y mi primer pago se venció al mes. Pero mi hija se retiró de la Central antes del final del primer semestre. Ante esto decidí no pagar ninguna otra cuota del crédito, y después de algunas discusiones con la universidad, ellos cancelaron el préstamo. Recientemente, mi hija solicitó traslado a otra universidad. Hace poco, la compañía que se está haciendo cargo de todo el papeleo para el traslado me dijo que hay una deuda pendiente con la Universidad Central y que esta información se la han dado a una compañía de crédito nacional. Me rehuso a tener que perder tiempo resolviendo este asunto con la compañía de crédito – la institución que canceló el préstamo debe hacerse cargo de esto.

Según este autor, ¿cuál de las siguientes respuestas describe mejor una responsabilidad de la universidad?

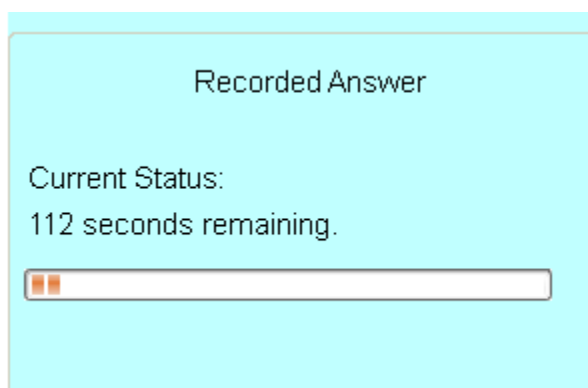
- A. asegurar un puesto para su hija en otra universidad
- B. respetar la privacidad de los padres y estudiantes
- C. tratar de resolver la discrepancia sobre el crédito
- D. devolver la matrícula pagada por el tercer año

(The examinee will hear and read:)

DIRECTIONS FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

For this section of the test, you will record spoken responses to two assignments presented on-screen. You must respond to the assignments in the target language.

At the conclusion of these directions, the test will automatically advance and the first speaking assignment will be presented on the next screen. You will have two minutes to review the assignment and consider your response. You will be notified when the two minutes is complete. Then watch the screen as the test advances and the first recording box is presented. **You will have two minutes to record your response.** Do NOT begin speaking until the screen advances and you see a Recorded Answer box presented on-screen. A sample of the Recorded Answer box appears below.



Monitor your recording time by referring to the Recorded Answer box. The time in the Recorded Answer box will count down from 120 seconds (2 minutes) and the status bar will fill as your recording time progresses.

When the two minutes is completed, the current status on the Recorded Answer box will change to "completed," indicating the conclusion of the first speaking assignment. You will automatically be advanced to the next screen, where the second assignment will be presented. If you finish your response before the end of the two minutes, you may advance to the second assignment by clicking the **Next** button. If you advance to the second assignment with recording time remaining, you will NOT be able to return to the first assignment.

Your responses will be evaluated based on the following criteria.

PURPOSE: the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

SUBJECT MATTER KNOWLEDGE: the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

SUPPORT: the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

Relevant Subject Matter Requirements

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

You may use the erasable notebooklet provided to make notes; however, **you will be scored only on the recorded responses**. You will have only **ONE** opportunity to record your response to each assignment. Be sure that your microphone is in a downward position near your mouth before you begin speaking.

(The examinee will hear and read:)

11. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

(The examinee will read:)

Imagine that while living in a country associated with Spanish for the summer you are asked by an acquaintance about similarities and differences between the United States and his country. Speaking in Spanish, compare the two cultures.

In your response you **must** include, but are not limited to, the following topics:

- a description of one way in which the culture of the United States and the culture of the country in which your acquaintance lives are similar;
- a description of one way in which the culture of the United States and the culture of the country in which your acquaintance lives are different; and
- an analysis of the reasons for the similarity and difference you have identified.

(The examinee will hear and read:)

12. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

(The examinee will read:)

Speaking in Spanish, describe an experience in which you or someone you know was presented with a personal challenge.

In your response you **must** include, but are not limited to, the following information:

- a description of the challenge with which you or someone you know was presented; and
- an analysis of how effectively you or someone you know met that challenge.


(The examinee will hear and read:)

DIRECTIONS FOR THE LISTENING COMPREHENSION CONSTRUCTED-RESPONSE ASSIGNMENT

This section of the test consists of a listening comprehension assignment. You will listen to an audio recording of a passage. The listening passage will be read twice. After you have heard the passage twice, you will respond in writing to the assignment presented. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Your response may be written in either English or the target language. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to the assignment must be typed in the response box provided for the assignment.**

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

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

Your response to the listening comprehension assignment in this section will be evaluated based on the following criteria.



PURPOSE: the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

SUBJECT MATTER KNOWLEDGE: the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

SUPPORT: the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

Relevant Subject Matter Requirements

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

Please be aware that the visual enhancements  and  are NOT available during this section of the test. Please DO NOT use these features until you have completed all listening items and proceeded to the remaining sections of the test.

(The examinee will read:)

13. Escriba una respuesta, en español o en inglés, en la cual usted:
- identifique dos ejemplos que esta mujer da para demostrar la diferencia entre el pasado y el presente; y
 - resuma la posición del hombre con respecto al tema que menciona su abuela.

(The examinee will hear:)

(female): No puedo acostumbrarme a la idea de que la gente tire a la basura tantas cosas hoy en día. Yo remendaba los calcetines con un instrumento de madera que se parecía a uno de tus bates de béisbol, sólo que más pequeño. ¡Era un arte! Mi padre usó el mismo bastón durante casi toda su vida de adulto. Además, siempre llevaba consigo el reloj de bolsillo que le regaló su padre cuando cumplió los dieciséis. Un día ese reloj será tuyo. Pero, ¿qué quedará para dejarles a los otros si tiramos todo a la basura?


(male): Abuela, apreciaré el reloj cuando lo reciba. Y estoy de acuerdo con que a veces tiramos las cosas a la basura demasiado rápido hoy en día. Pero piensa lo mucho más seguro que es descartar los instrumentos médicos que el reusarlos una y otra vez en diferentes personas. Los lentes de contacto son otro ejemplo. Mi mamá dice que sus lentes de contacto viejos eran muy delicados y precisaban limpieza a menudo. Sin embargo, los nuevos son resistentes y sólo los usa por dos semanas y los descarta.

**DIRECTIONS FOR THE READING COMPREHENSION
CONSTRUCTED-RESPONSE ASSIGNMENT**

For the constructed-response assignment in this section, you are to prepare a written response.

Your response may be written in either English or the target language. Read the assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to the assignment must be typed in the response box provided for the assignment.**

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

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

Your response will be evaluated based on the following criteria.

PURPOSE: the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

SUBJECT MATTER KNOWLEDGE: the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

SUPPORT: the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

Relevant Subject Matter Requirements

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

The assignment is intended to assess subject matter knowledge and skills, not writing ability. Your response, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be written for an audience of educators in the field and may be written in either the target language or English.

Your response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

14. Lea el pasaje a continuación y complete el ejercicio que sigue.

Algunos educadores de niños pequeños recomiendan precaución al permitirles a los jovencitos que tengan acceso a juguetes que usan tecnología moderna. Ellos apuntan al hecho de que, a pesar de que esta tecnología puede abrirles nuevos horizontes a los niños, no siempre es beneficiosa para ellos. Es cierto que muchos niños se enriquecen con este tipo de estímulo y refuerzo proporcionado por la reacción instantánea de estos juguetes. Pero algunos arguyen que los juguetes que siempre inducen a los niños a dar un paso o que dictan todos los pasos a tomarse, de hecho les roban la iniciativa, y no le dejan nada a la imaginación. Además, porque muchos de estos juguetes no están diseñados para grupos de niños, el uso excesivo de ellos puede limitar el desarrollo social del niño. De hecho, hay estudios que han demostrado que los niños que juegan en grupos adquieren destrezas de relaciones más sofisticadas. Dicho esto, muchos padres trabajan tiempo completo y, a menudo, después de un largo día de trabajo tienen que ir de compras, cocinar, y llevar a cabo otros quehaceres caseros. Como resultado, estos padres frecuentemente están agradecidos del entretenimiento electrónico que inmediatamente calma a sus hijos y, por lo tanto, puede que lleguen a depender demasiado de estos pasatiempos estructurados.

Ahora escriba una respuesta, en español o en inglés, en la cual usted:


- resuma por qué algunos padres pueden sentir tentación por explotar la tecnología moderna; e
- identifique dos beneficios mencionados en este pasaje que se derivan del proteger a los niños de la tecnología moderna.

**DIRECTIONS THE FOR WRITTEN EXPRESSION
CONSTRUCTED-RESPONSE ASSIGNMENTS**

For each constructed-response assignment in this section, you are to prepare a written response **in the target language**.

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

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

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

For **Assignment 15**, your response will be evaluated based on the following criteria.

PURPOSE: the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

SUBJECT MATTER KNOWLEDGE: the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

SUPPORT: the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

For **Assignment 16**, your response will be evaluated based on the following criteria.

PURPOSE: the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

SUBJECT MATTER KNOWLEDGE: the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

SUPPORT: the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

DEPTH AND BREADTH OF UNDERSTANDING: the degree to which the response demonstrates understanding of the relevant CSET subject matter requirements

Relevant Subject Matter Requirements

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses. Your responses should be written for an audience of educators and must be written in the target language.

15. **Complete the exercise that follows.**

Proposed: That as a condition of graduation from high school, students in the United States be required to devote 50 hours to community service activities.

Writing in Spanish, write a response in which you take a position for or against the proposal stated above and explain your position.

16. **Complete the exercise that follows.**

In the history of every culture, there are historical events or movements critical to its development and evolution. Writing in Spanish, identify and discuss such an event or movement in the history of a country associated with Spanish.

In your response you **must** include, but are not limited to, the following topics:

- the identification of a historical event or movement of particular importance in the development and evolution of a culture associated with Spanish;
- a description of the context or circumstances in which the historical event or movement occurred; and
- an analysis of the impact of the event or movement you have identified on the development and evolution of the culture.

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

Language and Communication: Listening Comprehension

1. **Correct Response: B.** (SMR Code: 5.2) The female speaker believes that she gave clear instructions to the male speaker on how to carry out the task and reprimands him for not following them. She believes that he began the paper late and ran out of time. She is therefore clearly annoyed.
2. **Correct Response: C.** (SMR Code: 5.2) Given the content of the female speaker's statements (e.g., papers, analysis, instructions), her authoritative tone, and the response of the male speaker, it is most likely that the interaction is between a female professor and her male student.
3. **Correct Response: B.** (SMR Code: 5.2) Shortly before an upcoming executive meeting, the speaker reviews inventory, states that sales are on target, stresses that the completed objectives need to be clearly reported, and says that the project is going well. It can therefore be concluded that the desired goals of the project are being met.
4. **Correct Response: B.** (SMR Code: 5.3) The speaker in this question presents four arguments to support her assertion that knowledge of computers is important. In particular, she states that computers are used in most jobs, they are fairly cheap, they are used by many people, and basic computer courses are available in many schools. She supports each of these statements, except for the assertion that many people use computers.
5. **Correct Response: C.** (SMR Code: 5.3) The critic, although he enjoyed the puppet show, states that the children left the show disappointed because they did not understand its adult themes. From his perspective, the children would have enjoyed the show more had its content been more appropriate for a younger audience.

Language and Communication: Reading Comprehension

6. **Correct Response: C.** (SMR Code: 6.2) The writer gives several examples of ways for inexperienced decorators to achieve special decorative effects by using simple and inexpensive paint treatments. The writer's attitude toward inexperienced people getting involved in home decorating is overall very positive.
7. **Correct Response: C.** (SMR Code: 6.2) The writer discusses extinction and the loss of biodiversity in tropical forests due to excessive extraction of natural resources. He uses the situation in the tropical forests as a platform to promote the need to protect all biodiversity. The writer calls for action to prevent such loss through research and dissemination of information.
8. **Correct Response: C.** (SMR Code: 6.3) In the last sentence of the passage, the writer recommends that governments promote scientific research on ecosystems and disseminate the results of the studies.
9. **Correct Response: A.** (SMR Code: 6.3) The writer expresses concern about the number of young people who have registered to vote. She states that a nation is in trouble if the percentage of young people participating in the electoral process is low. She is therefore implying that youth electoral participation in this nation is poor.

10. **Correct Response: C.** (SMR Code: 6.3) The writer explains that Universidad Central had cancelled a loan he had gotten for his daughter while she was attending the university. He subsequently discovers that the loan cancellation had not been processed correctly and that the matter had been reported to a national credit company. He believes that it is the university's responsibility to resolve this issue.

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

Language and Communication: Oral Expression

Question #11

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #11 could include:

- a discussion and analysis of the similarities or differences in the way in which each culture's educational system is structured
- a discussion and analysis of the similarities or differences in the political structure of each culture
- a discussion and analysis of the similarities or differences in the literary arts of each culture
- a discussion and analysis of the similarities or differences in the way in which members of each culture view their native language

Question #12

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #12 could include:

- a challenge related to a project completed for work or school and the steps taken to meet the challenge
- a challenge that arose in a person's education; to meet this challenge, the person may have engaged a tutor, worked long hours, met with a professor or teacher, etc.
- a challenge related to making a change in lifestyle and the steps taken to meet the challenge
- a challenge related to making a large presentation and the steps taken to meet the challenge

Language and Communication: Listening Comprehension**Question #13 (Score Point 3 Response)**

From the man's response, we can infer that the female speaker is his grandmother. She believes that people were more thrifty in the past than they are today, and as an example observes that she used to mend her socks to save money instead of just throwing them away. She also recalls that her own father used the same walking stick for his entire life and always carried the pocket watch his father gave him when he was sixteen.

The man agrees with her to a certain extent, and is grateful that she is going to pass the watch along to him. On the other hand, he believes that it is safer to throw away certain medical instruments than to use them on several patients. In addition, he thinks that modern disposable contact lenses are superior to the old-fashioned ones because they do not need cleaning and can be discarded after two weeks of wear.

Language and Communication: Reading Comprehension

Question #14 (Score Point 3 Response)

Some parents may be tempted to exploit modern technology because they do not have enough time and energy to interact with their own children. After a full day of work, in addition to household and family responsibilities, many parents rely on electronic toys to entertain their children and keep them occupied. Electronic toys provide instant relief to overextended parents who are trying to balance work and family time.

One of the benefits of shielding children from modern technology is that they are not robbed of their initiative. They are more likely to make their own decisions, to be proactive, and to use their imagination. Also, children who are shielded from modern technology can develop improved social and relationship skills. Instead of isolating themselves with an electronic game, they are more likely to interact with other children and play in groups. According to the passage, children who play in groups develop sophisticated relationship skills.

**Language and Communication: Written Expression
(Short [Focused]-Response Question)****Question #15 (Score Point 3 Response)**

Definitivamente, estoy a favor de que al estudiante de segunda enseñanza en los Estados Unidos, se les exijan 50 horas de servicios a la comunidad como requisito de graduación. Ofrecer servicios a la comunidad proporciona beneficios tanto profesionales como personales.

En el aspecto profesional el estudiante puede adquirir destrezas en diferentes áreas. Por ejemplo, cuando un estudiante presta sus servicios voluntarios en cualquier organización, aprende a trabajar en equipo, a interactuar con diferentes individuos y jerarquías en el campo laboral y lo expone a diferentes carreras profesionales lo que posteriormente lo capacitará a seleccionar una carrera en el futuro. En el aspecto personal, el servir de voluntario fomentará la conciencia social, la integridad personal y la ética profesional del individuo lo que hará de él un ser humano responsable y así aumentará su sensibilidad a las necesidades de su comunidad. Por lo antes dicho, el trabajo voluntario fomenta el carácter responsable del estudiante y lo beneficia en su carrera profesional.

**Language and Communication: Written Expression
(Extended-Response Question)**

Question #16 (Score Point 4 Response)

Normalmente la gente identifica eventos políticos cuando piensa en el desarrollo de una cultura. La evolución del mundo de la cultura, sin embargo, es tan significativa como los eventos políticos. El nacimiento de la bachata, un ritmo y un baile dominicano, influyó el desarrollo y la evolución de la cultura dominicana. La bachata afecta la cultura y la identidad dominicana en muchas maneras.

La bachata es un ritmo joven. Según los investigadores, nació en la primera década de los años 60, después de la muerte de Rafael L. Trujillo, el dictador de la República Dominicana. Para los dominicanos, la bachata les ofreció la oportunidad de terminar los años de silencio, expresarse, y transmitir las penas, amarguras, desamores, y problemas cotidianos del pueblo.

La expresión musical de la bachata es ejecutada con instrumentos realmente mezclados con influencias indígenas, hispánicas, y africanas. Refleja el bolero de cuerdas heredado de los tríos famosos de los años 60. La música de bachata es suave, sensual, y llena de sentimiento. Normalmente se toca la bachata en las fiestas de patio, donde se toca música, se baila, se bebe alcohol, se come, y se juega.

Al principio, la bachata fue rechazada por la sociedad dominicana, por ser preferida de las personas desposeídas y de barrios marginados. El talento de Luis Díaz le dio una gran dimensión a la bachata, pues motivó a otros músicos y compositores de alto nivel a incursionar en este ritmo. Hoy en día, se oye la bachata en el festival de música Latina y en escenarios internacionales, europeos y norteamericanos.

La bachata es un producto dominicano creado como expresión popular y convertida en parte del folklore dominicano. Representa la gran capacidad creadora del pueblo dominicano para comunicar sus alegrías y penas. La bachata representa el corazón y el alma de la gente dominicana.

Scoring Information for CSET: Spanish 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.

Responses to constructed-response questions are scored by qualified California educators using focused holistic scoring.

Because the constructed-response questions on CSET: Spanish Subtest III are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes (for written responses) or 2 minutes (for oral responses) to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and pages 32 and 34). Each response will be assigned a score based on an approved scoring scale (see pages 32, 33, and 35).

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 and Scoring Scales for CSET: Spanish Subtest III

A. SHORT (FOCUSED)-RESPONSE QUESTIONS

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the short (focused)-response constructed-response questions on CSET: Spanish Subtest III.

PURPOSE	The extent to which the response addresses the constructed response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

Relevant Subject Matter Requirements for Listening Comprehension

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

Relevant Subject Matter Requirements for Reading Comprehension

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

Relevant Subject Matter Requirements for Written Expression

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

Relevant Subject Matter Requirements for Oral Expression

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

Scoring Scale. Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: Spanish Subtest III according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.

continued on next page

For Listening Comprehension and Reading Comprehension:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

For Written Expression:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

For Oral Expression:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, inaudible/incomprehensible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

B. EXTENDED-RESPONSE QUESTION

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the extended-response constructed-response question on CSET: Spanish Subtest III.

PURPOSE	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
DEPTH AND BREADTH OF UNDERSTANDING	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

Relevant Subject Matter Requirements for Written Expression

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

Scoring Scale. Scores will be assigned to each response to the extended-response constructed-response question on CSET: Spanish Subtest III according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial and accurate application of relevant subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects a comprehensive understanding of the assignment.
3	<p>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequate understanding of the assignment.
2	<p>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is limited accurate application of relevant subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited understanding of the assignment.
1	<p>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no accurate application of relevant subject matter knowledge. • The supporting evidence is weak; there are no or few relevant examples. • The response reflects little or no understanding of the assignment.
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language, 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>