



**California
Subject
Examinations for
Teachers®**

TEST GUIDE

**HOME ECONOMICS
SUBTEST I**

**Sample Questions and Responses
and Scoring Information**

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Sample Test Questions for CSET: Home Economics Subtest I

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest I of CSET: Home Economics. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. According to social learning theory, children raised in a family prone to violence and verbal abuse often develop these behaviors primarily because they:
 - A. are attracted to dangerous people and dangerous situations.
 - B. expect others to react to situations aggressively and tend to perceive hostile intent where none exists.
 - C. develop a sense of empowerment by being able to influence and control the behavior of their peers.
 - D. become dependent on the physiological effects associated with being in a heightened emotional state.

2. Self-disclosure is most likely to be a primary factor in a tenth-grade girl's relationship with her:
 - A. parents.
 - B. teachers.
 - C. siblings.
 - D. friends.

3. For health reasons, Kenji, a high school senior, has decided to quit smoking. The next time he is with his best friends who are smokers, they notice he isn't joining them to smoke and offer him a cigarette. Kenji is concerned about how a refusal to smoke will affect his friendships. It would be most appropriate for Kenji to:
 - A. tell his friends that smoking is an expensive habit that he can no longer afford.
 - B. explain to his friends the health risks associated with smoking.
 - C. politely say, "no thanks," and let his friends know that he is trying to quit.
 - D. inform his friends that he is only quitting for a limited time period.

4. When a teacher discusses the nature of families with students, it is most important for the teacher to realize that:
- A. the concept of family is one that is not familiar to all cultures.
 - B. many students may be uncomfortable with ideas that are inconsistent with their beliefs.
 - C. the functions of families are different in different societies.
 - D. there are many definitions of family and those definitions may change over time.
5. Amanda serves as the primary care-provider for her 85-year-old mother. During the past six months, her mother's health has declined, and Amanda would like to learn more about respite care and other in-home assisted living services. Which of the following resources could best assist Amanda in obtaining information about available services?
- A. a care-provider support group
 - B. an elder services agency
 - C. a hospice center
 - D. a family counseling office
6. Which of the following factors affecting a woman's decision to become a parent is likely to be important to more women today than in previous generations?
- A. how to obtain sufficient financial resources to feed, clothe, and care for a child
 - B. how the birth of a baby will affect the important interpersonal relationships in her life
 - C. how to balance the time and energy necessary to both raise a child and have a career
 - D. how the birth of a baby will affect the social standing of the family in the surrounding community
7. Which of the following best explains why birth defects caused by in utero exposure to certain infectious agents or chemicals are generally more severe when exposure occurs in the first trimester rather than later during the pregnancy?
- A. Development of organ systems takes place largely in the first trimester and is less prone to disruption later in the pregnancy.
 - B. The placenta is a less effective barrier against toxins during the first trimester than in the later stages of pregnancy.
 - C. The fetal liver is immature during the first trimester and is not capable of detoxifying chemical or biological toxins.
 - D. Toxins are metabolized more rapidly in the first trimester because fetal basal metabolic rate is higher than it is later in pregnancy.

8. Mary's 13-year-old daughter, Rebecca, stole a T-shirt from a local clothing store and was not caught. Which of the following strategies, if applied by Mary, would both discipline Rebecca and guide her toward taking responsibility for her own behavior?
- A. Make Rebecca go back to the clothing store and pay for the T-shirt.
 - B. Take away Rebecca's privileges for several weeks and ask her to think about the consequences of her actions.
 - C. Take Rebecca to the clothing store to return the T-shirt and to apologize.
 - D. Remind Rebecca that stealing is illegal and that she could be in serious trouble with the police if she were caught.
9. Which of the following aspects of hygiene is most important in controlling the spread of communicable diseases among children?
- A. a daily shower or bath
 - B. proper disposal of used facial tissues
 - C. wearing clean clothes every day
 - D. frequent, thorough hand washing
10. Jenna finds her two-year-old son, Paul, sitting on the bathroom floor holding an open bottle of cleaning fluid. She quickly removes the bottle from his hands and notices some blue liquid around his mouth. Which of the following actions should Jenna take *first*?
- A. Neutralize the poison using the universal antidote.
 - B. Call a poison control center, and speak with a health-care professional.
 - C. Induce Paul to vomit by administering syrup of ipecac.
 - D. Take Paul and the bottle to the nearest hospital emergency room immediately.
11. Which of the following factors is likely to have the greatest influence on young children's cognitive development?
- A. the age at which they first enter kindergarten or begin equivalent formalized schooling
 - B. the extent to which they are held, talked to, read to, and exposed to other positive stimuli
 - C. the attitudes of the surrounding community or culture toward education and gender roles
 - D. the availability of cultural and intellectual activities such as summer camps and museums

12. Which of the following statements best describes Vygotsky's view of cognitive development in children?
- A. Children develop within a context of culture and society and interact with others to develop knowledge, thinking processes, and values.
 - B. Children learn most effectively by independently performing and mastering activities that are matched to their abilities.
 - C. Children learn to solve problems through a process of symbolic reasoning that is mostly independent of language.
 - D. Children pass through several age-based stages of thought, starting with concrete reasoning and progressing to more abstract levels.
13. In studying child development, which of the following is an advantage of using observation as a research tool over other methods such as interviews, tests, and questionnaires?
- A. Observations can record a wide range of complex behaviors over time.
 - B. Observations provide information that is highly focused and organized.
 - C. Observations offer a uniform system for comparing children with one another.
 - D. Observations yield more impartial results than other methods.
14. Which of the following activities is most appropriate for promoting social and fine-motor development in preschool children between the ages of three and four?
- A. having pairs of children put picture puzzles together
 - B. having children trace shapes while sitting together at a table
 - C. having pairs of children skip together while holding hands
 - D. having children take turns walking along a balance beam
15. For which of the following careers would a strong educational background in human development, psychology, and mediation be most necessary?
- A. developmental therapist
 - B. human service aide
 - C. marriage and family therapist
 - D. juvenile justice program coordinator

16. Use the information below to complete the assignment that follows.

Thomas, a single parent, attends a parent-teacher conference and is informed that his 13-year-old son, Dan, is doing poorly in several of his eighth-grade classes. Dan's teacher tells Thomas that while Dan appears to be a bright student, he is in danger of failing several subjects for not submitting homework assignments. Thomas is very surprised by this news. Every day when Thomas returns home from work he asks Dan if he has done his homework, and Dan always responds that he has. Thomas thinks that Dan may be afraid of ridicule if he does well in school. He wants to talk with Dan about his concern, but he is worried about raising the issue with him. Dan has become more emotionally volatile in the past year, and any time Thomas corrects or disciplines him, he becomes extremely defensive. Last week, after a minor disagreement, Dan got very upset and started hyperventilating. It took Thomas several minutes to get Dan to calm down, and the incident has made Thomas very worried about his son's emotional health, as well as his physical well-being.

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

- describe the typical stages and characteristics associated with this area of child development;
- analyze this child's current developmental status;
- describe one parenting method, strategy, or technique that would be appropriate to apply in this situation; and
- explain why the application of your chosen method, strategy, or technique would benefit the child.

CONTINUE YOUR RESPONSE HERE

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STOP. END OF ASSIGNMENT 1.

Annotated Responses to Sample Multiple-Choice Questions for CSET: Home Economics Subtest I

Personal, Family, and Child Development

1. **Correct Response: B.** (SMR Code: 1.1) Social learning theory proposes that the development of behavior in children is based largely upon observational learning and modeling. Children exposed to violence and verbal abuse within the home environment are more likely than other children to exhibit similar behaviors in their interactions with others. Children's interpretations of various situations will also largely be based upon what they observe and experience within the home environment in which they are raised.
2. **Correct Response: D.** (SMR Code: 1.1) Although adolescent girls may share their thoughts and feelings with parents, family members, and teachers during this stage of their development, they are generally most likely to communicate openly with their peers. As they work toward clarifying their own identities, adolescents generally are most likely to disclose their thoughts and feelings to their friends as they seek opportunities for social comparison and a set of norms against which they can measure their social success.
3. **Correct Response: C.** (SMR Code: 1.1) By declining his friends' offer in a polite, honest, non-confrontational manner, Kenji decreases the likelihood that his refusal will interfere with his relationships with his peers. By explaining to his friends that he is trying to quit, Kenji will be asserting his position on smoking while maintaining a neutral position on the actions in which his friends are engaged.
4. **Correct Response: D.** (SMR Code: 1.1) Until the 1960s, the nuclear family was the predominant family structure within the United States. Due in large part to the rising divorce rate and the number of children born to single parents in recent decades, the definition of family in the United States has changed dramatically. Today, children within the U.S. are raised in a broad spectrum of family types (e.g., single-parent, blended, extended).
5. **Correct Response: B.** (SMR Code: 1.1) Elder service agencies offer a wealth of information regarding senior services in local communities. Seniors, families, and caregivers can contact these agencies to help locate resources such as personal care assistance, meal programs, respite care, caregiver support groups, and transportation.
6. **Correct Response: C.** (SMR Code: 1.2) Today, there are almost equal proportions of women and men in the U.S. workforce. Compared to previous generations, more women now depend on professional childcare options, spouses/significant others, or members of their extended family to help them meet their responsibilities as both caregivers and employees.
7. **Correct Response: A.** (SMR Code: 1.2) During the first trimester of pregnancy, many fetal organs begin to develop. During this stage of early and rapid development, the organs are most susceptible to the harmful effects of infectious and toxic agents. The mother's lifestyle is therefore critical at this stage for the health and well-being of her baby.
8. **Correct Response: C.** (SMR Code: 1.2) By having Rebecca return the T-shirt and apologize, Mary is helping Rebecca understand the negative consequences for her inappropriate behavior. By being clear about and consistently applying consequences for negative behaviors, parents and caregivers help children understand that their actions affect others and teach them to take responsibility for their behavior.

9. **Correct Response: D.** (SMR Code: 1.2) According to the U.S. Centers for Disease Control and Prevention, proper hand washing is one of the best methods of preventing the spread of illness and disease among children. It is important to teach children the importance of hand washing and proper hand-washing techniques.
10. **Correct Response: B.** (SMR Code: 1.2) Responding quickly and appropriately to a suspected poisoning is critical to the health and well-being of a child. The first course of action a parent or caregiver should take is to call a poison control center and speak with a professional. If a phone number for a poison control system is not readily available, the parent or caregiver should call 911 to report the emergency and request assistance.
11. **Correct Response: B.** (SMR Code: 1.3) Studies have indicated that a strong correlation exists between environmental stimulation and cognitive development during early childhood. Children who are held, talked to, read to, and exposed to other positive stimuli are more likely to develop the essential cognitive skills necessary for healthy cognitive development.
12. **Correct Response: A.** (SMR Code: 1.3) Russian psychologist Lev Semenovich Vygotsky (1896–1934) developed a sociocultural theory of cognitive development that emphasized the influence of society and culture on cognitive growth. His research focused on how beliefs, values, customs, and other aspects of society and culture were transmitted from various members of society to children and how this process affected children's cognitive development.
13. **Correct Response: A.** (SMR Code: 1.3) Observation is commonly used in child development research to study the behaviors of participants. This tool allows the researcher to form a more complex view of participant behavior than other methods because it does not employ predetermined restrictions (e.g., questions, response choices) to collect data.
14. **Correct Response: A.** (SMR Code: 1.3) Having pairs of preschool children put picture puzzles together is an appropriate fine-motor activity for their age and stage of development. This task will also provide them with the opportunity to cooperate with other children, thereby promoting their social development.
15. **Correct Response: C.** (SMR Code: 1.3) Marriage and family therapists work with people to resolve problems related to family relationships. To effectively help these people, a therapist should have a broad educational background in the areas of human development, psychology, and mediation.

Examples of Responses to Sample Constructed-Response Questions for CSET: Home Economics Subtest I

Personal, Family, and Child Development

Question #16 (Strong Response)

Adolescents are undergoing physical, emotional, and cognitive changes that affect their relationships with family, peers, and others. Moving toward independence, they distance themselves from their parents. They are self-conscious and may be emotionally volatile. Acceptance and status among peers is highly important.

Dan's development seems typical of his age. He is less concerned than in the past about meeting his father's expectations, as evidenced by his failure to do his homework. However, he is clearly not entirely ready to challenge his father; he lies about the homework and becomes emotionally upset about a minor disagreement.

Because it is not clear why Dan is failing to do his homework, Thomas's first goal should be to determine what is going on at school. He should speak to Dan in a calm and direct manner, at a time when he and Dan are not angry or dealing with any other issues. He should draw Dan out gently and listen attentively to what his son tells him. He should also ask Dan's guidance counselor and teachers for any insights they may have about Dan's experiences and behavior in school. He should communicate his concern about Dan's behavior and, more importantly, his care and support.

continued on next page

Question #16 (Strong Response) *continued*

Thomas should also have Dan's mental and physical health assessed. His hyperventilation could be a symptom of a health problem or of an anxiety disorder.

Once Thomas has determined the causes of Dan's behavior changes, he should explore appropriate interventions. The exact form of intervention will depend on the nature of these causes. If Dan has a health problem or an anxiety disorder he may need treatment or counseling. With respect to the homework problem, the intervention will depend on the reasons. If Dan is simply rebelling, his father should hold him accountable by checking his homework each day. If there is a learning disability, Thomas should arrange for additional assessment and appropriate services. If Dan is succumbing to peer pressure, Thomas will need to pay closer attention to his friends and make it clear that he expects Dan to meet appropriate standards even if his peers do not.

By listening and refraining from confrontation, Thomas will keep communication with his son open. By gathering relevant information he will be able to seek help in a well-informed way. By following through he will be able to help Dan make the changes he needs to get back on track.

Question #16 (Weak Response)

Teenagers are often difficult, moody, and rebellious. The teen years are a time of change in their lives and they do not know how to handle it. They act out in various ways, often to the bewilderment of their parents.

Dan seems to be acting like a typical teenager. They are often not very motivated, and the last thing they want to do is schoolwork.

He may also be angry with his father because of various events in their lives that he may think are his father's fault.

Thomas needs to make sure that Dan knows his behavior is unacceptable. For not doing homework and then lying, Dan should be grounded. This can be in effect until the next report card comes out.

Discipline is important for teenagers since they lack self-discipline. Also they need to be taught respect. Without close supervision and appropriate consequences for their behavior they will just continue as they have been doing. They are not adults though they want adult privileges.

Thomas should also talk to Dan's teachers and ask them to call him promptly if Dan is not getting homework in. He should explain to them that Dan has been caught lying and cannot be trusted. This will enlist them as allies.

Once Thomas has made it clear to his son that he is serious and will not tolerate slacking off, Dan will have no choice but to be more industrious. By taking a firm stand, Thomas is sending his son the right message.

Scoring Information for CSET: Home Economics Subtest I

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There is one constructed-response question in Subtest I of CSET: Home Economics. The constructed-response question is designed so that a response can be completed in approximately 30–45 minutes. Responses to the constructed-response question are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your response while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 14).

Your performance on the subtest will be evaluated against a standard determined by the California Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

Performance Characteristics for CSET: Home Economics Subtest I

The following performance characteristics will guide the scoring of responses to the constructed-response question on CSET: Home Economics Subtest I.

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.

Scoring Scale for CSET: Home Economics Subtest I

Scores will be assigned to each response to the constructed-response question on CSET: Home Economics Subtest I 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 subject matter requirements for CSET: Home Economics.</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 subject matter requirements for CSET: Home Economics.</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 subject matter requirements for CSET: Home Economics.</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 subject matter requirements for CSET: Home Economics.</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, 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>