



California  
Subject  
Examinations for  
Teachers®

**TEST GUIDE**

**MULTIPLE SUBJECTS**  
**General Examination Information**

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CS-TG-MSXXGI-01

## Test Structure for CSET: Multiple Subjects

CSET: Multiple Subjects consists of three separate subtests, each composed of both multiple-choice and constructed-response questions. Each subtest is scored separately.

The structure of the examination is shown in the table below.

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

## Calculators for CSET: Multiple Subjects

Basic four-function calculators (model Texas Instruments TI-108) **will be provided** for examinees taking Multiple Subjects Subtest II: Science; Mathematics. Directions will not be provided at the test administration and the model distributed is subject to change. You may not bring your own calculator for CSET: Multiple Subjects Subtest II.

# Annotated List of Resources for CSET: Multiple Subjects

This list identifies some resources that may help candidates prepare to take CSET: Multiple Subjects. While not a substitute for coursework or other types of teacher preparation, these resources may enhance a candidate's knowledge of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potential resources. Candidates are not expected to read all of the materials listed below, and passage of the examination will not require familiarity with these specific resources. A brief summary is provided for each reference cited. Resources are organized alphabetically and by content domain in subtest order.

## Reading, Language, and Literature

Akmajian, Adrian; Farmer, Ann K.; Harnish, Robert, M.; and Demers, Richard A. (2001). *Linguistics: An Introduction to Language and Communication*. Cambridge, MA: MIT Press.

This book provides a substantive introduction to the study of linguistics. Topics include the structural and interpretive parts of language (morphology, phonetics, phonology, syntax, semantics, variation, and change); pragmatics; psychology of language; language acquisition; and language and the brain.

Andrews, Larry. (1998). *Language Exploration and Awareness: A Resource Book for Teachers* (2nd edition). Mahwah, NJ: Lawrence Erlbaum Associates.

This text has exercises, excursion, and conversations about topics in language and language study that complement other texts. The information is at once accessible and generally sophisticated. Usable curriculum is provided.

Birsh, Judith R. (Ed.). (1999). *Multisensory Teaching of Basic Language Skills*. Baltimore, MD: Paul H. Brookes Publishing Co.

This practical resource offers strategies for multisensory instruction in language skills, including phonological awareness, alphabetic skills, spelling and grammar, reading accuracy and fluency, reading comprehension, handwriting and composition, and study skills. Specific multisensory methods are explained and ways to apply this knowledge during instruction are provided.

Bonvillain, Nancy. (2002). *Language, Culture, and Communication: The Meaning of Messages* (4th edition). Upper Saddle River, NJ: Prentice Hall.

This text provides a substantive introduction to the study of language from a linguist's perspective.

Brinton, Laurel J. (2000). *The Structure of Modern English: A Linguistic Introduction*. Philadelphia, PA: John Benjamins Publishing Co.

Provides a clear and extensive description of phonology and pragmatics. An accompanying CD-ROM includes sample exercises and a discussion of pedagogical applications.

Burke, Jim. (1999). *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth, NH: Heinemann.

Guide to teaching the English curriculum, covering basic reading and writing, digital literacy, media literacy, and integrated instruction.

Buss, Kathleen; Karnowski, Lee; and Granum, O. Alfred. (2002). *Reading and Writing Nonfiction Genres*. Newark, DE: International Reading Association.

Instruction of nonfiction texts designed for teachers to bring into the classroom. Uses teacher modeling and student discussions and includes student writing samples in all chapters.

Buss, Kathleen, and Karnowski, Lee. (2000). *Reading and Writing Literary Genres*. Newark, DE: International Reading Association.

An interactive model that uses quality children's literature as the foundation for teaching reading and writing.

California State Board of Education. (1999). *Read All About It!* Sacramento, CA: Sacramento County Office of Education.

Contains research articles on key issues surrounding the stages of reading development and key components of a comprehensive reading curriculum.

Calkins, Lucy McCormick. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

This book provides insightful anecdotes and glimpses into elementary classrooms to show how the writing process (prewriting, drafting, sharing, revising, and editing) can be managed. Discussions on standardized testing, curriculum planning, and assessment are also included.

Crystal, David. (2001). *A Dictionary of Language* (2nd edition). Chicago, IL: University of Chicago Press.

An accessible, accurate, and fairly comprehensive dictionary with a wide range of terminology related to language and linguistics.

Crystal, David. (1997). *The Cambridge Encyclopedia of Language* (2nd edition). Cambridge, United Kingdom: Cambridge University Press.

A wonderful resource for anyone, treating topics with laudable breadth, humor, and knowledge. It addresses all major areas of language study, including the structure of language, speaking and listening; reading, writing, and signing; language acquisition; and the neurological basis of language. There are bountiful illustrations and useful discussions throughout the book.

Harris, Violet J. (Ed.). (1997). *Using Multiethnic Literature in the K–8 Classroom*. Norwood, MA: Christopher Gordon.

Presents suggestions on how to encourage reading in children from diverse backgrounds.

Hoff-Ginsberg, Erika. (1996). *Language Development*. Belmont, CA: Wadsworth Publishing Co.

This text provides a comprehensive introduction to the study of language development. It also includes chapters on language development after early childhood, second language learning and bilingual development, the biological bases of language, and language development in special populations.

Hudson, Grover. (1999). *Essential Introductory Linguistics*. Malden, MA: Blackwell Publishers.

Provides a thorough introduction to the study of language.

Hurford, James. (1994). *Grammar: A Student's Guide*. Cambridge, United Kingdom: Cambridge University Press.

This introductory guide provides alphabetically ordered terms with clear definitions, examples, explanations, and exercises.

Moats, Louisa Cook. (2000). *Speech to Print: Language Essentials for Teachers*. Baltimore, MD: Paul H. Brookes Publishing Co.

This book provides essential information about the structure of English and how students learn to read. It provides useful information concerning how sounds, syllables, letters, and morphemes are used to construct phrases, sentences, and paragraphs.

*Reading/Language Arts Frameworks for California Public Schools*. (1999). Sacramento, CA: California Department of Education.

Provides content standards and instructional practices in the languages arts with grade-level specificity. Includes curricular and instructional profiles and information on objective design, delivery, assessment, and universal access and materials.

Roser, Nancy L., and Martinez, Miriam G. (Eds.). (1995). *Book Talk and Beyond: Children and Teachers Respond to Literature*. Newark, DE: International Reading Association.

Teachers presented in this book speak about discussing literature in the classroom and how to guide students to a more literary response to reading material.

Snow, Catherine E.; Burns, M. Susan; and Griffin, Peg (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. Committee on the Prevention of Reading Difficulties in Young Children. Washington, DC: National Academy Press.

Discusses processes involved in learning to read and examines predictors of success and failure in reading. Provides instructional and organizational strategies for fostering literacy from birth through the primary grades. Makes recommendations for practice and research.

Stanovich, Keith E., and Beck, Isabel L. (2000). *Progress in Understanding Reading*. New York, NY: Guilford Press.

This book summarizes developments in key areas of reading research and provides insights on current controversies and debates. Significant issues covered include phonological processes and context effects in reading, the "reading wars" and how they should be resolved, the meaning of the term "dyslexia," and the cognitive effects and benefits of reading.

Weaver, Constance. (2002). *Reading Process and Practice* (3rd edition). Portsmouth, NH: Heinemann.

Provides expansive coverage of reading practices, theories, and issues.

Wolfram, Walt; Temple Adger, Carolyn; and Christian, Donna. (1998). *Dialects in Schools and Communities*. Mahwah, NJ: Lawrence Erlbaum Associates.

This text describes aspects of language and communicative variation and diversity that are critical for teachers as they work with students from multiple linguistic and cultural backgrounds. It provides information on the effects of linguistic and cultural variation on students' literacy development.

Journal:

*Language Arts*. National Council of Teachers of English.

## History and Social Science

Brinkley, Alan; Current, Richard N.; Freidel, Frank; and Williams, T. Harr. (1991). *American History: A Survey* (8th edition). Boston, MA: McGraw Hill College Division.

An introductory college survey textbook that covers American history from the "Age of Exploration" to the Clinton presidency. The text provides an overview of U.S. political, social, economic, religious, military, and intellectual history.

*History-Social Science Content Standards for California Public Schools* (1998). Sacramento, CA: California Department of Education.

Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the State Board. Can be found at <http://www.cde.ca.gov/cfir/index.aspl>.

McKay, John P.; Hill, Bennett D.; and Bukley, John. (1999). *A History of Western Society* (6th edition). Boston, MA: Houghton-Mifflin.

A college survey text covering world and European history from the Paleolithic Era through the present. More emphasis is placed on European history.

Ravitch, Diane, and Thernstrom, Abigail (Eds.). (1993). *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide*. New York, NY: HarperCollins.

As cited in *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (1998). Sacramento, CA: California Department of Education.

## Multiple Subjects

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Takaki, Ronald. (1994). *A Different Mirror: A History of Multicultural America*. Boston, MA: Little-Brown.

A history of the United States presented from a multicultural point of view. This book describes the experience of several racial and ethnic minorities, including Native Americans, Africans, Mexicans, Irish, Chinese, Japanese, and Jews.

## Science

*Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (1998). Sacramento, CA: California Department of Education.

Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the State Board. Can be found at <http://www.cde.ca.gov/cfir/index.aspl>.

Shipman, James; Wilson, Jerry; and Todd, Aaron. (2001). *An Introduction to Physical Science* (9th edition). Boston, MA: Houghton Mifflin College.

An introductory college-level textbook for non-science majors. Basic concepts in physics, chemistry, astronomy, geology, and meteorology are presented in the context of examples that relate to the physical world.

Tarbucks, Edward J., and Lutkens, Frederick K. (2000). *Earth Science* (9th edition). Upper Saddle River, NJ: Prentice Hall.

An overview of our physical environment with coverage of geology, oceanography, astronomy, and meteorology.

Tillery, Bill W. (2002). *Physical Science* (4th edition). Boston, MA: McGraw Hill College Division.

An introductory text for non-science majors, covering physics, chemistry, astronomy, and earth sciences. Exercises with explained answers are provided.

Tobin, Allan J., and Dusheck, Jennie. (2000). *Asking About Life* (2nd edition). Baltimore, MD: Brooks/Cole Publishing Co.

An inquiry-based approach is used to make this introductory biology text accessible. The text includes clear illustrations and examples. A supplementary CD-ROM is available.

Trefil, James, and Hazen, Robert M. (2000). *The Sciences: An Integrated Approach* (3rd edition). New York, NY: John Wiley & Sons.

This book integrates physics, chemistry, astronomy, earth sciences, and biology for students with little or no science background. Basic scientific principles are addressed, including Newton's laws, the laws of thermodynamics, the equivalence of electricity and magnetism, the atomic structure of matter, and the theory of relativity.

## Mathematics

California Education Round Table (CERT). (1997). *Standards in English and Mathematics for California High School Graduates*. Sacramento, CA: California Education Round Table.

As cited in *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (2000). Sacramento, CA: California Department of Education.

Great Education Group (1997). *Math On Call*. Boston, MA: Great Source Education Group.

An easy-to-understand resource book covering a wide variety of concepts.

Kaplan, Andres (Ed.). (2000). *Algebra to Go: A Mathematics Handbook*. Boston, MA: Great Source Education Group.

A reference book written to explain key topics in a clear and straightforward manner.

*Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (1998). Sacramento, CA: California Department of Education.

Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the State Board. Can be found at <http://www.cde.ca.gov/cfir/index.aspl>.

## Physical Education

Colvin, A. Vonnie; Markos, Nancy J.; and Walker, Pamela. (2000). *Teaching the Nuts and Bolts of Physical Education: Building Basic Movement Skills*. Champaign, IL: Human Kinetics.

Provides foundational content knowledge in locomotor and manipulative skills. Topics include rolling, throwing, catching, passing, dribbling, striking, and kicking and punting.

Graham, George; Holt-Hale, Shirley Ann; and Parker, Melissa. (2001). *Children Moving: A Reflective Approach to Teaching Physical Education*. Boston, MA: WCB/McGraw-Hill.

A comprehensive introduction to teaching physical education that uses a skills theme approach.

Hopper, Chris; Fisher, Bruce; and Muniz, Kathy. (1997). *Health Related Fitness, Grades 1–2, 3–4, 5–6*. Champaign, IL: Human Kinetics.

These three books provide a wealth of health and fitness information and can be a resource for classroom teachers with limited backgrounds in physical education.

Pangrazi, Robert P. (2000). *Dynamic Physical Education for Elementary School Children* (13th edition). San Francisco, CA: Benjamin Cummings.

Provides an overview of physical education activities and basic pedagogy.

*Physical Education Framework.* (1994). Sacramento, CA: California Department of Education.

Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the State Board. Can be found at <http://www.cde.ca.gov/cfir/index.aspl>.

Wikgren, Scott (Ed.). (1999). *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide.* Champaign, IL: Human Kinetics.

This book presents a framework for implementing health-related fitness education. It is useful for students preparing for careers in physical education as well as veteran teachers.

## Human Development

Berger, Kathleen Stassen. (1999). *The Developing Person Through Childhood and Adolescence* (5th edition). New York, NY: Worth Publishing.

A chronologically organized textbook covering development from conception through adolescence. Developmental theory and practical applications are provided.

Berk, Laura E. (2001). *Infants, Children, and Adolescents* (4th edition). Boston, MA: Allyn & Bacon.

A chronologically organized text that includes theory and research in child development, the biological and environmental foundations of development, and physical, cognitive, and socioemotional development through adolescence.

Fabes, Richard A., and Martin, Carol Lynn. (2002). *Exploring Child Development* (2nd edition). Boston, MA: Allyn & Bacon.

This chronologically organized text covers development from conception through adolescence. Issues of diversity are included throughout in the areas of physical, psychological, and cultural differences, gender, race, ethnicity, and social and economic status. Real-world applications are provided throughout.

Feldman, Robert S. (1998). *Child Development: A Topical Approach.* Upper Saddle River, NJ: Prentice Hall.

A topically organized text that provides a broad, comprehensive introduction to the study of development from conception through adolescence.

Haith, Marshall M.; Miller, Scott A.; and Vasta, Ross. (1999). *Child Psychology: The Modern Science* (3rd edition). New York, NY: John Wiley & Sons.

A topically organized text covering development from conception through adolescence, with major emphasis on child development. Emphasizes current research and the integration of contextual influences (family, school, and culture) in the study of child development.

*Health Framework for California Public Schools, Kindergarten Through Grade Twelve.* (1994). Sacramento, CA: California Department of Education.

Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the State Board. Can be found at <http://www.cde.ca.gov/cfir/index.aspl>.

Kaplan, Paul S. (2000). *A Child's Odyssey: Child and Adolescent Development* (3rd edition). Belmont, CA: Wadsworth Publishing Co.

A chronologically organized textbook covering development from conception through adolescence. Provides a solid foundation in child development, exploring the science of development as well as the child's unique experiences. Many examples and applications are provided.

McDevitt, Teresa M., and Ormrod, Jeanne Ellis. (2001). *Child Development and Education*. Upper Saddle River, NJ: Prentice Hall.

This text was written for educators. It applies developmental theory to classroom practice and offers concrete educational strategies to facilitate development. Real-world examples and applications are presented throughout.

Meece, Judith L. (2001). *Child & Adolescent Development for Educators* (2nd edition). Boston, MA: McGraw Hill Higher Education.

Designed specifically for teacher education majors, this text addresses the development of school-age children and adolescents. Topics covered include cognitive development, social and emotional development, language development, and individual differences.

## Visual and Performing Arts

Arnold, Stephanie. (2000). *The Creative Spirit: An Introduction to Theatre*. Boston, MA: McGraw-Hill.

A general introduction to theatre texts.

Bartenieff, Irmgard. (1980). *Body Movement: Coping with the Environment*. Routledge, NY: Routledge.

This is an overview of Laban Movement Analysis, an approach to movement that has been integrated into dance education. Material covers space, shape, and movement qualities.

Campbell, Patricia Sheehan; Scott-Kasner, Carol; and Kassner, Kirk. (2001). *Music in Childhood: From Preschool Through the Elementary Grades* (2nd edition). Chicago, IL: Schirmer Books.

This text covers the elements and concepts of music and provides guidance for enhancing children's musical development. Ways to connect music education to other subjects in the elementary school curriculum are discussed.

Hackett, Patricia, and Lindman,Carolynn A. (2000). *The Musical Classroom: Backgrounds, Models, and Skills for Elementary Teaching* (5th edition). Upper Saddle River, NJ: Prentice Hall College Division.

This text provides an introduction to music and how to teach it. Model lessons are provided.

Jonas, Gerald. (1998). *Dancing: The Pleasure, Power, and Art of Movement*. New York, NY: Harry N. Abrams.

Discusses a wide variety of dances and cultures in a way that is intelligent, respectful, and coherent. It ranges across most major cultural settings and includes ballet, classical Indian dance, other Asian dances, some African dance, social dance, and modern dance.

Koster, Joan Bouza. (2000). *Bringing Art into the Elementary Classroom*. Belmont, CA: Wadsworth Publishing Co.

This book addresses the language of art, teaching art, and producing art. Topics covered include philosophy and goals, connections and themes, and the assessment of art. It emphasizes the integration of the arts into elementary classrooms.

Murray, Ruth Lovell. (1975). *Dance in Elementary Education, a Program for Boys and Girls*. New York, NY: HarperCollins College Division.

Covers a wide range of practical examples of dance.

Rozmajzl, Michon, and Boyer-Alexander, Rene. (1999). *Music Fundamentals, Methods, and Materials for the Elementary Classroom Teacher* (3rd edition). New York, NY: Longman.

This comprehensive text addresses teaching the elements of music to children, developing musical skills, how to plan and teach music, and how to integrate music across the curriculum.

Simpson, Judith W.; Delaney, Jean M.; and Carroll, Karen Lee. (1997). *Creating Meaning Through Art: Teacher as Choice Maker*. Upper Saddle River, NJ: Prentice Hall.

Introduces teachers to the power of art as a vehicle for creating meaning. Each chapter focuses on a different aspect of art education, including the cultivation of artistic behaviors and the encouragement of visual storytelling.

Stinson, Sue. (1988). *Dance for Young Children: Finding the Magic in Movement*. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.

Though it focuses on preschool, this is a classic in the field and is also a succinct overview of everything from class planning to elements of movement to classroom management, etc.

*Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve*. (2001). Sacramento, CA: California Department of Education.

Updated and approved in 2001, the standards cover the disciplines of dance, music, theatre, and the visual arts. Standards are provided for each grade level, prekindergarten through grade twelve.

## Other Resources

Copi, Irving M., and Cohen, Carl. (1990). *Introduction to Logic* (8th edition). New York, NY: Macmillan.

As cited in *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (1998). Sacramento, CA: California Department of Education.

*Curriculum Frameworks and Instructional Resources*. (2001). Sacramento, CA: California Department of Education.

Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the State Board. Can be found at <http://www.cde.ca.gov/cfir/index.aspl>.

Harris, Theodore L., and Hodges, Richard E. (Eds.). (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association.

As cited in *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (1998). Sacramento, CA: California Department of Education.

Hunt, Nancy, and Marshall, Kathleen. (2001). *Exceptional Children and Youth* (3rd edition). Boston, MA: Houghton Mifflin Co.

An introductory text in special education with descriptions of various disabilities, education-related services, and issues related to class inclusion.

*Merriam-Webster's Collegiate Dictionary* (10th edition). (1993). Springfield, MA: Merriam-Webster.

As cited in *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (1998). Sacramento, CA: California Department of Education.

Mitchell, Ruth. (1992). *Testing for Learning: How New Approaches to Evaluation Can Improve American Schools*. New York, NY: Macmillan/Free Press.

Clearly presents testing and assessment instruments in writing, science, and math that are available in the United States.

*Recommended Readings in Literature, Kindergarten Through Grade Eight, Revised Edition*. (1996). Sacramento, CA: California Department of Education.

As cited in *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (1998). Sacramento, CA: California Department of Education.

Smith, Deborah D. (2000). *Introduction to Special Education: Teaching in an Age of Opportunity* (4th edition). Boston, MA: Allyn & Bacon.

An introductory text in special education with descriptions of various disabilities, education-related services, and issues related to class inclusion.