



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

36 Early Childhood Education

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PART 1: GENERAL INFORMATION ABOUT THE AEPA® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 36: Early Childhood Education

INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice questions for the selected-response and performance assignment sections included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. A sample response is provided immediately following the written performance assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

Preparation resources. The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take the Early Childhood Education test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

TEST OBJECTIVES

Field 36: Early Childhood Education

SUBAREAS:

1. Child Development and Learning
2. Communication, Language, and Literacy Development
3. Learning in the Content Areas

CHILD DEVELOPMENT AND LEARNING

0001 Understand human growth and development and how to use this understanding to promote learning and development in all domains.

For example: identifying characteristics, processes, and progressions of typical and atypical cognitive, physical, motor, social, emotional, and language/communicative development; recognizing ways in which development in any domain (e.g., cognitive, social, language/communicative) may affect development and performance in other domains; demonstrating knowledge of how specific factors may affect development; understanding that developmental variations among children may affect learning in given situations; demonstrating knowledge of the importance of considering children's ages and developmental characteristics when designing and evaluating learning opportunities; recognizing the role of play in children's development; recognizing learning opportunities and environments for promoting developmental progress; recognizing behaviors and factors that affect individual, family, and community health and safety; and demonstrating familiarity with the principles of nutrition.

0002 Understand factors that may affect children's development and learning and use this knowledge to create learning environments that support all children's progress.

For example: recognizing factors (e.g., biological, social, emotional, cognitive, behavioral, physiological, gender, linguistic, environmental, familial, cultural, economic) that may affect children's development and learning; recognizing the effects of the home environment (e.g., nature of the expectations of parents/guardians, degree of their involvement in a child's education) on children's learning; recognizing how current and prior learning experiences outside the home (e.g., interactions with caregivers and teachers, prior successes and challenges, peer interactions) may affect children's self-concepts, perceptions, motivation, and attitudes about learning; recognizing cultural, linguistic, and socioeconomic diversity and their significance for child development and learning; demonstrating awareness of types of exceptionalities and their implications for learning; and understanding how community characteristics (e.g., socioeconomic profile, opportunities for out-of-school educational experiences, availability of community resources) may affect children.

0003 Understand integrated curriculum design that reflects the ways children construct knowledge.

For example: demonstrating understanding of the holistic nature of children's learning; demonstrating knowledge of the benefits of integrated curriculum and its role in promoting children's learning; knowing how to use children's interests and experiences to generate ideas and concepts for investigation and study; demonstrating knowledge of how to construct integrated learning experiences that reflect learning standards across the curriculum and support children's progress; and applying knowledge of strategies for integrating curriculum in literacy, mathematics, science, social studies, and the arts to promote children's learning.

COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT**0004 Understand communication and language development in young children.**

For example: demonstrating knowledge of characteristics, processes, and progressions in the development of receptive and expressive language and speech; demonstrating knowledge of factors that influence children’s communication and language development; demonstrating knowledge of how children convey meaning through nonverbal and verbal communication; identifying ways to promote children’s communication and language development; identifying ways to promote vocabulary development and the use of vocabulary knowledge in new contexts; recognizing ways for developing increasingly complex language and vocabulary to express thoughts and feelings, describe experiences, interact with others, and communicate needs; and demonstrating knowledge of methods for motivating children to use oral language to communicate (e.g., telling and retelling stories through play, pictures, illustrations, props, and other materials).

0005 Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.

For example: recognizing characteristics, processes, and progressions of second-language acquisition in young children; analyzing factors and issues affecting the learning experiences of children with a home language other than English (e.g., age, prior experiences); identifying strategies and techniques for promoting the English language development of children with diverse linguistic backgrounds; demonstrating knowledge of methods for ensuring that the home language of each child is respected and the natural propensity of all children for acquiring language is fostered; understanding the importance of collaborating with families to set and accomplish language-learning goals; and recognizing ways to create a language-rich environment that encourages all children to learn to communicate effectively.

0006 Understand the development of concepts about print and how to create a learning environment to promote emergent literacy.

For example: recognizing characteristics, processes, and progressions of the development of concepts about print (e.g., interest in print, awareness that print carries meaning, book-handling skills, letter recognition); understanding the importance of collaborating with families to promote literacy development; recognizing relationships between young children’s emergent literacy and factors such as enjoyment of stories and awareness of environmental print; identifying strategies and techniques for promoting children’s emergent literacy and development of concepts about print; recognizing methods for promoting children’s interaction with print in varied and meaningful contexts; recognizing the importance of and strategies for creating a print-rich environment; demonstrating knowledge of strategies for encouraging children’s enjoyment of and positive attitudes toward literacy; and demonstrating knowledge of high-quality children’s literature (e.g., genres of children’s literature, elements of story, equity issues).

0007 Understand foundations of reading development.

For example: demonstrating knowledge of factors affecting children’s reading development (e.g., teacher modeling, read-alouds, reading practices in the home, enjoyment of reading); recognizing strategies for promoting phonological awareness (hearing and discriminating the rhythm and sounds of speech) and phonemic awareness (manipulating the smallest units of speech); demonstrating knowledge of phonics skills (association between sounds and written letters), orthographic awareness, semantic and syntactic cueing systems, and other word identification skills (e.g., sight words, high-frequency words); identifying ways for promoting vocabulary development and the use of vocabulary knowledge in new contexts; identifying appropriate strategies for promoting reading fluency; demonstrating knowledge of literal, inferential, interpretive, and evaluative comprehension skills and strategies for promoting children’s development of these skills; and recognizing strategies for facilitating comprehension before, during, and after reading (e.g., predicting, self-monitoring, questioning, rereading, engaging in dialogue, reflecting).

0008 Understand writing processes and how to create effective learning opportunities for promoting young children’s writing skills.

For example: recognizing the characteristics, processes, and progressions of writing development; analyzing factors that affect young children’s development of writing skills (e.g., access to writing materials, opportunities to write, fine-motor development); demonstrating knowledge of strategies for helping children develop and apply writing skills and for promoting children’s interest and engagement in writing for different purposes and audiences; recognizing the reciprocal relationships between children’s writing and reading experiences; understanding factors affecting spelling development (e.g., visual processing, recognizing patterns of speech sounds, word knowledge); and demonstrating knowledge of methods for supporting children at each stage of writing development.

LEARNING IN THE CONTENT AREAS

0009 Understand mathematics concepts and skills.

For example: recognizing, interpreting, and using mathematical terminology, symbols, and representations (e.g., cardinal and ordinal numbers; properties of real numbers; base number systems; fractions, decimals, and percents); demonstrating knowledge of number sense and numerical operations; demonstrating understanding of fundamental concepts of algebra and geometry; demonstrating understanding of patterns, relations, and functions (e.g., recognizing and analyzing patterns in numbers, shapes, and data; the translation of problem-solving situations into expressions and equations involving variables and unknowns); recognizing standard and nonstandard measurement instruments and units; demonstrating knowledge of procedures for solving problems involving length, area, angles, volume, mass, and temperature; identifying methods for collection, organization, and analysis of data; and applying mathematical logic and reasoning to analyze and solve problems in real-world contexts.

0010 Understand how to facilitate learning for young children in the area of mathematics.

For example: recognizing characteristics, processes, and progressions in children’s mathematical development, including intuitive and emergent numeracy; demonstrating knowledge of factors that affect young children’s mathematical development; understanding the importance of collaborating with families to promote children’s mathematical development; recognizing the roles of exploration, active engagement, inquiry, and questioning in building knowledge, language, and concepts related to mathematics; demonstrating knowledge of learning experiences for promoting understanding of mathematics concepts and acquisition of mathematics skills; demonstrating knowledge of strategies for encouraging children to develop positive attitudes toward mathematics; and demonstrating knowledge of strategies for encouraging the use of mathematical concepts and skills in everyday life.

0011 Understand science content and inquiry processes and how to facilitate science learning for young children.

For example: demonstrating knowledge of basic concepts in physical, life, and earth science; applying knowledge of scientific processes (e.g., observing, hypothesizing, experimenting); recognizing the roles of exploration, active engagement, inquiry, and questioning in building knowledge, language, and concepts related to science; demonstrating knowledge of learning experiences for promoting understanding of science concepts and acquisition of science skills; demonstrating knowledge of strategies for encouraging children to develop positive attitudes toward science; and demonstrating knowledge of strategies for encouraging the use of science concepts and skills in everyday life.

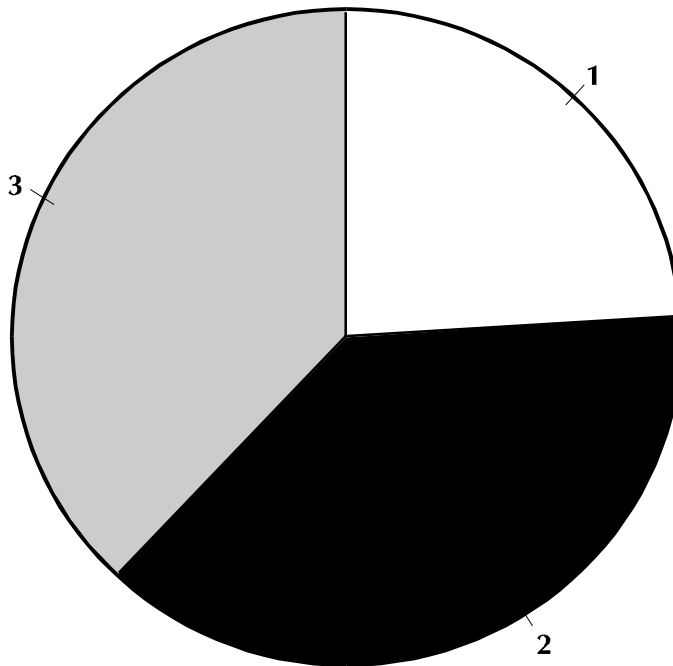
0012 Understand social studies content and skills and how to facilitate social studies learning.




For example: demonstrating knowledge of basic concepts in geography, history, civics, and economics; demonstrating knowledge of social studies skills (e.g., mapping, research); recognizing the roles of exploration, active engagement, inquiry, and questioning in building knowledge, language, and concepts related to social studies; demonstrating knowledge of learning experiences for promoting understanding of social studies concepts and acquisition of social studies skills; demonstrating knowledge of strategies for encouraging children to develop positive attitudes toward social studies; identifying strategies for using everyday and current events to promote understanding of social studies concepts; and demonstrating knowledge of how to promote children's use of social studies skills (e.g., conflict resolution, community building) in a variety of settings.

0013 Understand the visual and performing arts and how to facilitate young children's learning in and appreciation of the arts.

For example: demonstrating knowledge of basic concepts and skills (e.g., creating, appreciating) in visual arts, music, movement, and drama; recognizing the roles of exploration, active engagement, inquiry, and questioning in building knowledge, language, and concepts related to the arts; demonstrating knowledge of learning experiences for promoting arts concepts and skills; demonstrating knowledge of strategies for supporting children's creativity and for encouraging children to develop positive attitudes toward the arts; demonstrating knowledge of activities and resources for promoting aesthetic appreciation; recognizing the role of the arts in promoting self-expression, creative thinking, and a healthy self-concept; and recognizing the role of the arts as a way for children to express and understand knowledge and ideas in other curricular areas.

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
 1. Child Development and Learning	24%
 2. Communication, Language, and Literacy Development	38%
 3. Learning in the Content Areas	38%

PRACTICE QUESTIONS

Field 36: Early Childhood Education

1. A three year old and a four year old have been competing for opportunities to ride the swing. Both children are capable of seating themselves in the swing and pushing it. Which of the following responses from their preschool teacher will best serve to foster the children's social problem-solving skills?
 - A. suggesting that the children take turns using the swing and determining who should use the swing first
 - B. asking the children to explain the situation and helping them decide what to do
 - C. redirecting the children to different activities and keeping them separated until their attention is refocused
 - D. reminding the children that arguing is against class rules and making the swings off limits to them for the rest of the day
2. A three year old washes her hands and says aloud, "you do soap, now water, go dry hands." According to Lev Vygotsky's theory of development, the child is demonstrating:
 - A. initiative, which allows her to begin developing higher-level independent thinking skills.
 - B. egocentric thinking as a means to understand a skill by relating it to herself.
 - C. sequencing, which allows her to arrange parts of a story into a logical progression.
 - D. private speech as a means for turning shared knowledge into personal knowledge.
3. A traumatic experience of violence is most likely to have a negative effect on a child's developing sense of:
 - A. autonomy.
 - B. self-confidence.
 - C. belonging.
 - D. security.

4. For children in good health, dietary fats function primarily to help the body:
- A. store energy.
 - B. build tissue.
 - C. assimilate nutrients.
 - D. regulate temperature.
5. A baby who has difficulty imitating facial expressions will also have considerable difficulty learning to do which of the following activities?
- A. eating solid foods
 - B. speaking
 - C. crawling
 - D. grasping objects
6. Some young children with autism spectrum disorder benefit from participating in play groups with children from general education classrooms. Which of the following is the best rationale for including children with autism in these play groups?
- A. Inclusion helps autistic children learn to identify social cues through peer interaction.
 - B. Inclusion helps autistic children become comfortable in unstructured environments.
 - C. Inclusion helps autistic children function effectively in the absence of adult supervision.
 - D. Inclusion helps autistic children express themselves through fantasy and dramatic play.

7. Which of the following would best foster young children's motivation to learn?
- A. activities related to their various interests
 - B. rewards keyed to their academic success
 - C. goals set on the basis of their current abilities
 - D. competitions designed to highlight their skills
8. Which of the following strategies would be the most appropriate way for a pre-school teacher to create a classroom environment that celebrates children's culturally diverse backgrounds?
- A. maintaining a bulletin board showing pictures of children from diverse cultural backgrounds involved in classroom-type activities
 - B. ensuring that learning materials used with the children are reflective of their diverse cultural backgrounds
 - C. presenting lessons throughout the year that involve preparing and eating foods from various cultures
 - D. listing holidays and other special celebrations from a variety of cultures and religions on the classroom calendar
9. Kelly is a four year old who has mild cognitive delays. She attends preschool for five half days each week. A special education teacher comes to the classroom to work with Kelly three times per week. Her preschool teacher is beginning a unit that involves new concepts related to nutrition. He is planning to introduce several concepts during large-group circle time, then provide follow-up activities for small-group centers. In this situation, the preschool teacher can most appropriately address Kelly's learning needs by:
- A. including her in all lessons to the fullest extent possible.
 - B. sending home information about the new concepts to her parents so they can review the concepts with her.
 - C. asking the special education teacher to work with her individually.
 - D. preparing a separate set of lessons designed to promote Kelly's skills in meeting her basic physical needs.

10. A new kindergarten teacher has been assigned to a rural school. The school has a high proportion of students living in poverty, many of whom have had limited experiences outside their homes. Children reared in these circumstances are more likely to be engaged by learning projects that:
- A. focus on essential skills for reading and mathematics.
 - B. involve unfamiliar cultures and locations.
 - C. explore characters and ideas popularized in the mass media.
 - D. relate closely to their immediate environment and community.
11. At the beginning of the school year, a second-grade teacher finds that several students have not retained some of the skills they learned in first grade. Which of the following factors is likely to have the greatest impact on a student's ability to retain learned academic skills over the extended break?
- A. the manner in which the skills were taught
 - B. the number of activities the student was given to practice the skills over the break
 - C. the time of year during which the skills were taught
 - D. the degree of adult to student interaction in using the skills over the break
12. Compared to preschoolers who stay at home, those in high-quality daycare typically learn to interact with caregivers and peers in which of the following ways?
- A. They are more polite so they can elicit empathic responses from others.
 - B. They are more verbal when expressing their needs to others.
 - C. They are more passive so they avoid confrontations with others.
 - D. They are more compliant when trying to meet the expectations of others.
13. Outside of the home, which of the following is the most significant factor in shaping a seven-year-old child's way of thinking about his own and other people's ethnicities?
- A. society's general perception of his ethnic group
 - B. the extent of his familiarity with various ethnic traditions
 - C. the nature of his friends' and peers' views of diversity
 - D. the extent of his participation in diversity-awareness activities

14. Mrs. García, a second-grade teacher, has planned a unit on apples for her students. During the unit, students diagram the parts of an apple, follow a recipe for making applesauce, graph their favorite types of apples, read various books about Johnny Appleseed, chart Johnny Appleseed's travel across the United States on a map, and keep journals of all their apple experiences. Which of the following describes the main benefit of this type of curriculum unit?
- A. Integrating many subject areas helps students make meaningful connections with the academic content.
 - B. Using varied, high-quality literature as part of a curriculum unit promotes a love of reading.
 - C. Planning a variety of lessons on one theme is an effective strategy for addressing all learning styles in the unit.
 - D. Selecting food as a topic for curriculum integration motivates the students to actively participate in lessons.
15. A four-year-old preschool child has returned recently from a month-long trip. During the trip she visited her grandparents who live in another country. In which of the following ways can her teacher best incorporate the child's experiences into the preschool classroom's activities?
- A. asking the child to bring photos and items from her trip to talk about during circle time
 - B. creating a thematic unit on "Where Our Families Come From" and including the child's trip in the unit
 - C. asking the child's family to bring a traditional food for the class to try during a "Foods We Eat" activity
 - D. reading aloud folk tales from several countries, including the country the child visited

16. Use the circle-time discussion in a preschool class below to answer the question that follows.

Teacher: Look outside. What's the weather like today? Martin, please come up and find the picture to put on the weather chart for today.

Martin: It's windy and sunny.

Teacher: It is windy out today and it's sunny too. You found two pictures for the weather chart.

Anna: My brother has a windsock he made at school.

To open new opportunities for student learning, it would be most effective for the teacher to ask which of the following questions?

- A. Can you bring the windsock in to share with all of us?
 - B. What does your brother's windsock look like?
 - C. Would you like to make a windsock during craft time?
 - D. What do you think a windsock does?
17. Several first-grade students excitedly point out to their teacher a new bird's nest with visible eggs. The teacher could most effectively incorporate this situation into meaningful classroom instruction by:
- A. having the students draw pictures of the bird's nest during their art class.
 - B. reading a couple of stories about birds to the students during reading time.
 - C. keeping a tally on the chalkboard of how many days go by until the eggs hatch.
 - D. asking the students to write daily observations of the nest in their journals.

18. As part of a unit on gardening, teachers in the toddler classroom are planning a series of thematic activities. These will include teaching some simple songs, selecting several big books to read during story times, digging and planting an outdoor garden, measuring and graphing plant growth, and harvesting and preparing vegetables to eat. Using such a wide variety of garden-themed activities best addresses which of the following aspects of child development?
- A. Young children have very short attention spans and need to periodically change activities in which they participate.
 - B. Young children develop critical social skills through engaging in different kinds of interactions.
 - C. Young children benefit from learning activities that engage and stimulate each of their senses.
 - D. Young children need a highly structured program to prepare them for future academic work.
19. Which of the following third-grade curriculum plans would be best suited to integrating the state's learning standards in literacy, science, and social studies?
- A. a unit that concentrates on the use of characterization and setting in historical fiction for children
 - B. a unit that looks at connections among history, ecology, and culture in the American Southwest
 - C. a unit that compares and contrasts indigenous cultures from North, Central, and South America
 - D. a unit that requires students to create a performance based on fables they read in class
20. In the art corner of a kindergarten classroom, a teacher initiates a learning activity in which students make drawings using markers in their favorite colors. Then, they discuss the drawings and their color choices. This activity builds students' content knowledge, promotes their manual dexterity, and fosters most significantly which of the following aspects of their social and emotional development?
- A. their sense of self-awareness
 - B. their sense of sense memory
 - C. their sense of self-management
 - D. their sense of independence

21. A two-and-a-half year old is showing signs of a language delay. She produces only a few, single-syllable words, and her pronunciation is much more difficult to understand than that of her peers. Her language delay is likely to have been influenced most significantly by:
- A. having a brother who is nine months old.
 - B. having had her grandmother move in with the family.
 - C. having had frequent ear infections in the past 18 months.
 - D. having changed child-care providers the previous year.
22. Two three-year-old children are playing at the sand table. One child reaches over and grabs a toy shovel from next to the other child, who yells at the first child to return it. To promote the children's vocabulary related to thoughts and feelings, the teacher's best response to this situation would be to:
- A. explain to the children that they will be separated because they are not able to play together and share toys.
 - B. help the children talk through their conflict and come to a solution that satisfies them both.
 - C. talk to the children about respecting each other and not taking toys the other is using without asking.
 - D. ask each child to bring more toys to the sand table to ensure that they will have more choices of toys.
23. A kindergarten teacher observes that a child in his class has difficulty expressing herself orally and uses a limited vocabulary. Which of the following strategies would likely be most helpful in developing the child's expressive communication and vocabulary?
- A. encouraging the child to participate more while singing songs during circle time
 - B. having the child listen to a variety of stories on tape in the listening center
 - C. engaging the child in regular conversations and having her dictate stories and ideas
 - D. conducting more frequent sharing times and discussions with the whole class and small groups

24. In a kindergarten classroom, the teacher has set out several wordless books for the children to look at. Periodically, she asks one of the children to "read" the book to her. Asking the children to participate in this activity will be most effective as a way to:
- A. develop the children's oral language skills.
 - B. expand the children's interest in different literary genres.
 - C. stimulate the children's interest in illustrations.
 - D. further the emergence of the children's decoding skills.

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

A two-year-old boy is sitting in a high-chair. As he says, "Swing," to his caregiver, he turns and points toward the door. When the caregiver picks up the boy and carries him to the door, he points to a swingset in the yard. The caregiver opens the door and puts the boy down, and he walks eagerly toward the swingset.

25. In this exchange with his caregiver, the boy has conveyed meaning by using which of the following?
- A. overextension
 - B. recursion
 - C. holophrase
 - D. underextension
26. In this situation, the caregiver could best promote the boy's communication and language development by:
- A. reminding him to use words to express his needs.
 - B. engaging him in conversation about the swing.
 - C. waiting for him to ask to be taken outdoors.
 - D. asking him simple yes or no questions about the swing.

27. The families of young children who are learning English as a new language are significantly more likely to collaborate with teachers when they:
- A. believe it is important that their children receive a quality education.
 - B. have had positive learning experiences during their own years in school.
 - C. have ongoing opportunities to provide input into their children's education.
 - D. recognize the link between their children's education and their occupational future.
28. When learning English, which of the following language skills do young children from diverse language backgrounds typically master first?
- A. speaking with other children while playing
 - B. sorting different objects based on their colors
 - C. following directions for completing an activity
 - D. recognizing which words in a list rhyme
29. A first-grade teacher has an English Language Learner in her class whose home language is Russian. The teacher makes it a practice to have the class count objects and say the names of the months and days of the week in Russian. This practice is most likely to promote:
- A. development of the English Language Learner's oral proficiency when using English.
 - B. better understanding of the culture and heritage of the English Language Learner among all students.
 - C. interactions between the English Language Learner and students whose home language is English.
 - D. respect for and knowledge of the English Language Learner's home language among all students.
30. When English Language Learners reach the early production stage of second-language acquisition, they are typically most comfortable performing which of the following language tasks?
- A. responding verbally to open-ended questions
 - B. speaking in single words or two-word phrases
 - C. using social language in the classroom
 - D. speaking in compound or complex sentences

31. A three-year-old child speaks both Spanish and English at home. In casual conversation with the teacher, her father expresses mild concern that his daughter sometimes mixes up vocabulary between languages. Which of the following would be the teacher's best response to the father?
- A. encouraging him to speak English to his daughter at home so that she can focus on learning one language
 - B. asking him to begin a daily log noting any language use issues that come up with his daughter at home
 - C. reassuring him that bilingual children often shift between languages at this age
 - D. informing him that the school can provide a formal language assessment for his daughter
32. Yuri, a four year old whose home language is not English, is entering preschool. To plan effective English language instruction, it is most important for his teachers to understand that:
- A. Yuri may switch back and forth between his home language and English during a conversation.
 - B. Yuri's home language will not interfere with his learning of English.
 - C. Yuri's home language has not yet become fully developed.
 - D. Yuri will learn English more readily if he is given meaningful activities that require him to use English.
33. A three year old recognizes a word on a sign for a fast-food restaurant and understands that people go inside that building to eat. This is an example of a child making meaning from which of the following?
- A. an illustration
 - B. language experimentation
 - C. environmental print
 - D. a sound-symbol relationship
34. Which of the following would contribute most to encouraging third-grade students' enjoyment of and positive attitude toward reading?
- A. providing students opportunities to perform choral readings
 - B. tracking the number of books each student reads during the year
 - C. ensuring that the class reads a new book at the same time
 - D. allowing students to choose their own books from the library

35. While preparing her preschool classroom for the first day of school, a teacher creates a classroom grocery store in the dramatic play area. She stocks the classroom store with a variety of familiar items (e.g., cereal boxes, milk cartons) and labels other objects in the classroom. Which of the following is likely to be the primary benefit of this classroom design?
- A. The use of familiar objects will make the children feel comfortable and at home in their classroom.
 - B. Students' self-esteem and motivation to learn to read will increase as they discover that they already know many words in the classroom.
 - C. Experience with print in their environment will help children develop an understanding of the purpose and functions of print.
 - D. The use of food items in the grocery store center will enhance children's awareness of good nutrition.
36. Which of the following book topics would most likely be included in the genre of modern fantasy for early elementary children?
- A. a girl who runs in the Olympic Games
 - B. a boy who finds a talking pencil
 - C. a girl who becomes a famous scientist
 - D. a boy who has trouble with bullies

37. Use the text below to answer the question that follows.

*The big dog has a nose.
The big dog has a tail.
The big dog has a bone.
What color is the big dog?*

This text would be most effective to use with emergent or early readers for which of the following reasons?

- A. Text that focuses on concepts familiar to most children is likely to further schema development.
- B. Text with repetitive phrases supports fluent reading by providing multiple opportunities to practice reading and recognizing words.
- C. Text that engages readers' attention by asking questions contributes to a long-term interest in reading.
- D. Text that is composed of sentences using a specific number of words allows readers to build confidence in their reading skills.

38. A preschool teacher hands a four-year-old child an open book and says to the child, "Please show me where to start reading." By making this request, the teacher is most likely to gather information about the student's skills in which of the following areas?
- A. word identification
 - B. directionality of print
 - C. letter recognition
 - D. sentence building
39. A first-grade student is reading a new text aloud to his teacher. The text reads: "It is very cold and snowing hard. Can you tell what season it is? Yes, it is winter." The child says *window* instead of the word *winter*. The teacher repeats what the child read aloud, as he said it, then asks if this makes sense. The teacher is encouraging the child to use which of the following cueing systems?
- A. syntactic
 - B. pragmatic
 - C. graphophonic
 - D. semantic
40. A second-grade teacher reads aloud to the class often, from a wide variety of genres and with great expression. This activity primarily helps students to:
- A. learn what fluent reading sounds like.
 - B. draw conclusions and make generalizations about texts.
 - C. learn to identify unknown words.
 - D. distinguish between fact, fantasy, and opinion.
41. Which of the following strategies could a teacher use most effectively to help emergent and early readers better understand and use semantic cues?
- A. covering up various words in a big book text and having students use meaning to guess the hidden words
 - B. presenting a rime such as *an*, and having students create various words by inserting different onsets
 - C. reading a nursery rhyme aloud and prompting students to clap its rhythmic pattern
 - D. introducing a memory game and showing students how to match identical words

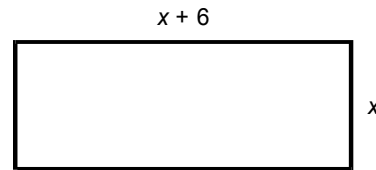
42. A first-grade teacher stocks the classroom library with a variety of reading materials (e.g., magazines, alphabet books, illustrated encyclopedias) in several genres (e.g., fairy tales, nursery rhymes, fiction) and for many reading levels. This strategy will support students' reading development primarily because it encourages:
- A. self-monitoring.
 - B. reading fluency.
 - C. vocabulary development.
 - D. independent reading.
43. A teacher reading a big book to her class covers up a word at the end of a sentence and asks the students to predict what the word will be. Which of the following skills does this strategy address?
- A. phonemic awareness
 - B. contextual word identification
 - C. sequencing
 - D. sight word recognition
44. A first-grade teacher shares an activity with emergent readers in the class called "Hink Pinks." In this activity, the children come up with rhyming pairs of words such as *goat-boat*, *pat-cat*, and *map-tap*. The children use letter and word-family cards to form the pairs and then read each pair aloud. This activity will most likely promote the children's ability to:
- A. identify final consonants.
 - B. substitute onsets with common rimes.
 - C. segment words into phonemes.
 - D. match graphemes to phonemes.
45. Which of the following materials should a first-grade teacher include in the writing center to best encourage the students to write for various audiences?
- A. a variety of pictures and story starters
 - B. individual student journals and blank books
 - C. picture dictionaries and an alphabet chart
 - D. different sizes and types of paper, envelopes, and cards

46. A child at the phonetic stage of spelling development usually writes:
- A. letters for every sound heard within a word.
 - B. random letters with no letter-sound correspondence.
 - C. words based on how they look rather than on how they sound.
 - D. two or three letters to represent whole words.
47. A first-grade teacher wants his students to spell certain high-frequency words correctly in their writing. The most effective tool the teacher could use to achieve this goal is:
- A. an editing checklist.
 - B. personal dictionaries.
 - C. a word wall.
 - D. regular spelling tests.
48. Which of the following activities would most likely promote preschool children's understanding of the role of writing in everyday life?
- A. using writing materials in dramatic play
 - B. creating letter shapes in clay or yarn
 - C. watching videos about the alphabet
 - D. illustrating a story that is read aloud in class
49. A kindergarten teacher acts as a scribe for his students by writing their stories and descriptions as they dictate them. He prompts the children to read the words they have written, and to point to each word as they go. The children are given the opportunity to illustrate their stories and they are then added to a book of stories so that everyone in the class can read all the stories. Which of the following concepts about writing development would provide the best rationale for using this series of literacy activities?
- A. An early exposure to print and language is a predictor of success for emergent writers.
 - B. A beginning writer often uses single letters and marks to represent complete thoughts.
 - C. A reciprocal relationship exists between reading and writing development.
 - D. A young child develops writing fluency when given frequent opportunities to read.

50. A class of first-grade students is growing plants in their classroom. Which of the following writing activities would best help them describe the scientific concepts they are learning as their plants grow?
- A. labeling a drawing of a plant they are growing and indicating the name and function of each part
 - B. reading a book about how plants grow and writing a response to the book in their journals
 - C. finding three facts about the plant they are growing and writing a paragraph about those facts
 - D. keeping a notebook in which they draw a picture and write about how the plant changes each week

51. Student R has four fewer pencils than student S , and student T has twice as many pencils as student R . If student S has n pencils, which of the following represents the number of pencils that student T has?
- A. $2n$
 - B. $n - 4$
 - C. $2n - 4$
 - D. $2(n - 4)$

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



The rectangle above has sides of length x and $x + 6$. If the perimeter of the rectangle is 32, what is the value of x ?

- A. $\sqrt{20}$
 - B. 5
 - C. $\sqrt{26}$
 - D. 13
53. A circular pie graph has been divided into four different sized sections. The angles formed by three of the sections are known. Which of the following procedures could be used to calculate the angle of the fourth section?
- A. subtracting each known angle from 90 and multiplying by 4
 - B. subtracting the sum of the three known angles from 100
 - C. subtracting the sum of the three known angles from 180
 - D. subtracting the sum of the three known angles from 360

54. The wholesale price of a reference book is \$50. A retail store initially sells the book for 20% less than the wholesale price and later reduces the price by an additional 15%. Which of the following represents the final price of the book?
- A. $\$50 \times 0.65$
 - B. $\$50 \times 0.80 \times 0.85$
 - C. $\$50 - \$50 \times 0.20 - \$50 \times 0.35$
 - D. $\$50 - \$50 \times 0.20 \times 0.15$
55. Which of the following inequalities is accurate?
- A. $\frac{70}{21} > 3.25$
 - B. $65\% > \frac{27}{36}$
 - C. $\frac{4}{9} < 0.40$
 - D. $50\% < 0.051$
56. An adult is watching a two year old play with a set of colored blocks. Which of the following questions would be most appropriate to ask a child of this age to help promote her emergent numeracy development?
- A. "How many blocks do we have if we pick two red blocks and three blue blocks?"
 - B. "What is the difference between the blocks in these two piles?"
 - C. "Can you pick out the blue blocks and build a tower with them?"
 - D. "Can you count after me as we put away the blocks?"
57. Which of the following would be the most effective way for a teacher to introduce basic geometric shapes to preschool children?
- A. Draw and label different geometric shapes on the chalkboard.
 - B. Have groups of children color different geometric shapes with crayons.
 - C. Describe the differences between different geometric shapes.
 - D. Have groups of children form different geometric shapes with their bodies.

58. A kindergarten teacher plans an activity in which students use pieces of string to measure the heights of their favorite classroom toys and compile the results in a graph. The design of this activity suggests that the teacher recognizes:
- A. the significance of identifying progressions in the students' mathematical development by assessing their measurement skills.
 - B. the value of motivating the students to learn mathematics by encouraging friendly competition among them.
 - C. the importance of promoting a positive attitude toward mathematics by engaging the students in hands-on activities.
 - D. the relevance of developing students' critical-thinking skills in mathematics by using objects familiar to them.
59. A kindergarten teacher places six objects on a table and asks the children in the class to tell her how many objects are on the table. Most of the children recite the numbers in order while pointing at them randomly, and many of the children count higher than six. This activity indicates that the children are most likely developmentally ready to be introduced to which of the following math concepts?
- A. one-to-one correspondence
 - B. pattern recognition
 - C. sorting and classifying
 - D. estimation
60. Using grocery advertisements from local newspapers, a third-grade teacher has his students brainstorm a shopping list. He gives the students a monetary budget limit to use in planning the shopping trip. Students work in groups to make calculations based on these limits and create final shopping lists. The teacher then guides students through a discussion of the decisions they made while trying to follow their shopping budget. This type of activity would be most effective for accomplishing which of the following goals?
- A. using mathematics to improve students' collaborative skills
 - B. promoting positive attitudes among students regarding mathematics
 - C. giving students opportunities to learn mathematical terminology
 - D. helping students apply mathematical concepts in everyday situations
61. A first-grade teacher notices that several students are having difficulty with simple arithmetic operations. Which of the following would be the most effective way to help these students?
- A. Give them extra problems to practice at home.
 - B. Spend some class time reviewing math facts.
 - C. Have them work with students who understand the concepts.
 - D. Use concrete examples to model how to solve the problems.

62. Which of the following activities would be most effective in helping preschoolers begin to develop science-inquiry skills?
- A. sorting and categorizing a collection of shells based on their shapes and colors
 - B. identifying different animals on posters on display around the classroom
 - C. coloring in outlines of a variety of leaves using photographs of the leaves for reference
 - D. exploring blocks made of different materials by seeing if they sink or float in water

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

A teacher has second-grade students roll a ball down a ramp and mark how far it rolls. To illustrate a basic principle of science that the students can apply in their everyday lives, the teacher has the students repeat the activity several times, increasing the angle of the ramp each time. The students observe that when they change the angle of the ramp the distance the ball rolls also changes.

63. Changing the angle of the ramp as the activity is repeated will most likely help the second graders develop an appreciation for which of the following principles of science?
- A. the importance of experimental design
 - B. the relationship between cause and effect
 - C. the significance of data collection procedures
 - D. the link between gravity and an object's motion
64. Which of the following would be the most effective way for the students to organize and present the data showing the relationship between the angle of the ramp and the distance that the ball rolls?
- A. a number line
 - B. a circle graph
 - C. a frequency histogram
 - D. a line graph

65. Which of the following is primarily responsible for the large-scale movement of continents over the earth's surface over long periods of time?
- A. erosion and weathering of mountain ranges
 - B. shifting of tectonic plates
 - C. expansion and contraction of glaciers
 - D. impacts of meteors striking Earth
66. A second-grade teacher is planning a lesson on earth science and wants to initiate the lesson with an activity that will be intrinsically motivating for the students, while helping them develop science-inquiry skills. Which of the following activities would most effectively achieve these two goals?
- A. Students watch a video on the geologic history of the earth and participate in a question and answer period.
 - B. The teacher supplies students with a set of mixed-rock types and has them categorize the samples based on their characteristics.
 - C. The teacher reads a story aloud about the eruption of Mount Vesuvius, and students draw or write about the story.
 - D. Students collect rock samples on the playground, examine them using magnifying glasses, and describe what they see.
67. Which of the following activities would provide the best opportunity for third-grade students to apply critical-thinking skills in science?
- A. constructing graphs to compare data from two separate investigations
 - B. identifying problems in the way an experiment was carried out
 - C. sharing the results of a scientific investigation with the class
 - D. discussing ideas for possible science projects

68. **Use the information below to answer the question that follows.**

A student places a ball of clay into a cup of water and marks on the outside of the cup the height to which water rises. The student carefully removes the ball of clay from the cup and rolls it into a short cylinder and again places the clay in the cup of water and measures the height of the water.

The activity described above would be most effective for helping children understand that:

- A. the weight of an object is unchanged by a change in its shape.
 - B. the density of an object remains constant even under different conditions.
 - C. the volume an object occupies is conserved when its shape changes.
 - D. the mass of an object is a fixed attribute that is unchanged by physical circumstance.
69. One morning, a group of kindergarten students come into class talking excitedly about the fire trucks they saw on their way to school. The teacher decides to use the event as the basis for a lesson about community and the people who keep communities safe. Which of the following best explains why this would be a particularly effective opportunity for exploring this topic?
- A. Young students are very concerned about their personal safety and are likely to find any learning activity related to the topic particularly interesting.
 - B. Students who saw the fire trucks are likely to have little trouble visualizing what the teacher is talking about.
 - C. Young students tend to be highly motivated when engaged in learning activities based on subject matter they can relate to their personal experience.
 - D. Students who saw the trucks are likely to have a great deal to say about the people who keep communities safe.

70. A kindergarten teacher reads a story to the class about a child who learns about the value of cooperation while performing a challenging task. Which of the follow-up activities described below would best add to the students' understanding of the concept of cooperation?
- A. reading another story about people helping others that takes place in a different context
 - B. having students draw pictures of an example of cooperation described in the story
 - C. asking students to describe ways that they help or are helped by others in school or at home
 - D. having students brainstorm a definition of cooperation in their own words
71. Which of the following is the best illustration of the concept of *absolute location*?
- A. Phoenix is located midway between El Paso and Los Angeles.
 - B. Phoenix lies west and south of the Tonto National Forest, fifty miles southeast of the Roosevelt Dam.
 - C. Phoenix lies in a saucer-shaped valley along the Salt River in the south-central part of Arizona.
 - D. Phoenix's map coordinates are lat 33° 45' N, long 112° 08' W.
72. An early childhood teacher organizes his classroom into distinct spaces that are designated as quiet areas, active areas, learning centers for specific subjects, and spaces for individual and group activities. Some of the spaces are used at the teacher's direction, others are available to students at different times of the day. Learning to use these spaces appropriately and cooperatively on a daily basis will be most helpful in promoting student understanding of which of the following social studies skills or concepts?
- A. the construction and use of mental maps
 - B. the need for rules and the consequences of breaking them
 - C. the concept of opportunity costs
 - D. the interactions that take place within a community
73. Which of the following situations best illustrates the principle of due process of law?
- A. The U.S. Senate approves a presidential appointment to the Supreme Court.
 - B. The judge in a criminal trial appoints a lawyer to represent a defendant who cannot afford one.
 - C. The U.S. House of Representatives enacts a bill to establish a new district court.
 - D. A local citizens' committee mounts a referendum campaign to repeal a state law.

74. A first-grade teacher reads aloud a story about a fictional family that participated in the Spanish settlement of New Mexico territory. After asking students questions about the family's hopes and experiences, the teacher reads a second story about a Pueblo family that interacted with Spanish settlers of Santa Fe and asks similar questions. This learning activity can best be used to promote which of the following social studies learning objectives?
- A. understanding patterns of change and continuity
 - B. identifying the physical features of a region
 - C. becoming aware of different cultural perspectives
 - D. recognizing how people affect an environment
75. Which of the following types of movements would be most effective for helping four-year-old children develop a sense of balance?
- A. squatting with feet parallel
 - B. jumping from side to side
 - C. stretching towards the ceiling
 - D. hopping on one foot
76. Which of the following aesthetic activities would be most effective for promoting the musical interests of one- to three-year-old children?
- A. participating in singing and dancing games
 - B. singing songs in a group
 - C. playing simple instruments
 - D. manipulating objects that produce sound
77. After four-year-old Lola makes a painting of green snow, she asks her teacher for a response to her work. Which of the following teacher responses would be most effective in fostering Lola's self-expression and positive self-concept?
- A. "Green snow is much more creative than plain white snow!"
 - B. "How is your painting different from other pictures of snow?"
 - C. "Tell me what you were thinking about when you made this picture."
 - D. "Have you ever seen green snow in real life?"

78. Three-year-old children typically acquire which of the following music appreciation skills first?
- A. recognizing whether music is being played loudly or softly
 - B. knowing whether a song is simple or difficult for a musician to play
 - C. recognizing whether the notes in a melody are moving higher or lower
 - D. knowing whether a song is being sung by many people or just a few
79. A second-grade teacher plans an art activity in which students make paintings using white tempera paint on black paper. This activity is most likely to help students develop their understanding of which of the following principles of design?
- A. variety
 - B. contrast
 - C. repetition
 - D. unity
80. A kindergarten teacher spends ten minutes each day reading fiction to her students. In which of the following ways could the teacher best use this reading activity to help students develop an appreciation for the dramatic arts?
- A. ending each day's reading at a point that leaves students wondering what will happen next
 - B. encouraging students to respond vocally during exciting moments in the reading
 - C. interpreting the dialogue and narration of the books with expression and emotion
 - D. asking students to use the books' illustrations to imagine how the stories would look onstage

Below are the directions for the Early Childhood Education performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. 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.

Below is the scoring scale for the Early Childhood Education performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Practice Performance Assignment

81. **Read the information below; then complete the exercise that follows.**

Justine is a four-year-old child experiencing typical development whose home language is English. After spending time at the language arts center, she asks Ms. Moran, her preschool teacher, to look at the writing sample shown below.



Ms. Moran responds to the writing sample by saying, "I am really glad you shared this with me! Please, tell me about your writing." Justine says the following.

"The sun is falling down because it's night time at my house and the sky is blue and very orange."

Using your knowledge of young children's writing development, write an essay in which you discuss Justine's writing and methods Ms. Moran can use to support Justine's further progress in learning to write. In your essay:

- discuss characteristics of two writing skills that Justine has demonstrated in her writing sample;
- identify one of the writing skills that Justine will likely acquire next in the progression of her writing development;
- describe two instructional strategies that would promote Justine's development of the writing skill you identified; and
- explain why each of the two instructional strategies that you described would be effective.

Sample Performance Assignment Response: Score Point 4

Justine has used two writing skills in this writing sample. Those two writing skills are the forming of letters and the ability to recognize that there is a relationship between the spoken word and writing. Although all her letters do not exactly resemble the alphabet, all the characters she wrote represent letters or numbers or are at least close representations of English letters. She has clearly been practicing forming these characters on paper. The recognition of the relationship between the spoken word and writing is very important to a four-year old's development. Justine understands that the words she speaks can be placed on paper for others to see.

The next writing skill that Justine will likely acquire will be making sound-letter connections to form the correct letters for what she is trying to say and the related skill of leaving a space to delineate different words. At this stage, Justine may just use inventive spelling, perhaps only forming the correct first letter of a word, which would be provided by the teacher. She may practice tracing with the "Dot Form" of the letters. The next step will be to make the connection between the letters and sounds and the groups of letters that make words.

One instructional strategy that would promote Justine's development would be to teach her letter sounds by tracing the "Dot Form" of the letters that she said. The teacher would make a list of several words with that same sound so that Justine could relate the word beginning to the sound. Then the teacher would ask Justine to list other words she knows with that sound. The teacher would not worry about spelling at this time, just the beginning sounds. This strategy would initiate Justine's recognition of sound to written letters. It will help her to begin recognizing the first sound of words and continue to practice writing those letters. She will begin to associate that words are separated by spaces in language and also by the first letter of each word.

The second activity would build upon the recognition that groups of letters form words and those words have spaces between them. The teacher will explain the need for spaces between words and how she can use her finger to physically indicate those spaces. By incorporating her practice using the "Dot Form" of her words, Justine can be shown how to use her index finger between each new beginning letter for each new word. The teacher will model this with Justine's sentence about the sun. The teacher will then have Justine practice saying her words one by one, write each word and place a finger for the space after each word until she has completed the sentence. After she has done her first sentence, Justine would be asked to come up with another sentence that she would practice using her beginning letter, invented word spelling and her "finger space." This activity would be effective because Justine is learning that words have a beginning and an end that is denoted by spaces that she must create. She will learn that a writer's job is to help the reader understand where words begin and end. She will also be learning the beginnings of sentence structure in that words and spaces make up a sentence.

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Sample Performance Assignment Response: Score Point 4 (continued)

Allowing Justine to trace the words she developed will help her begin to spell as well as recognize sounds, beginnings and endings and the importance of spaces in writing. After some practice, Justine will begin to put spaces in between her invented words without using her finger.

ANSWER KEY

Field 36: Early Childhood Education

Question Number	Correct Response	Objective
1.	B	Understand human growth and development and how to use this understanding to promote learning and development in all domains.
2.	D	Understand human growth and development and how to use this understanding to promote learning and development in all domains.
3.	D	Understand human growth and development and how to use this understanding to promote learning and development in all domains.
4.	A	Understand human growth and development and how to use this understanding to promote learning and development in all domains.
5.	B	Understand human growth and development and how to use this understanding to promote learning and development in all domains.
6.	A	Understand human growth and development and how to use this understanding to promote learning and development in all domains.
7.	A	Understand factors that may affect children’s development and learning and use this knowledge to create learning environments that support all children’s progress.
8.	B	Understand factors that may affect children’s development and learning and use this knowledge to create learning environments that support all children’s progress.
9.	A	Understand factors that may affect children’s development and learning and use this knowledge to create learning environments that support all children’s progress.
10.	D	Understand factors that may affect children’s development and learning and use this knowledge to create learning environments that support all children’s progress.
11.	D	Understand factors that may affect children’s development and learning and use this knowledge to create learning environments that support all children’s progress.
12.	B	Understand factors that may affect children’s development and learning and use this knowledge to create learning environments that support all children’s progress.
13.	C	Understand factors that may affect children’s development and learning and use this knowledge to create learning environments that support all children’s progress.
14.	A	Understand integrated curriculum design that reflects the ways children construct knowledge.
15.	B	Understand integrated curriculum design that reflects the ways children construct knowledge.
16.	D	Understand integrated curriculum design that reflects the ways children construct knowledge.
17.	D	Understand integrated curriculum design that reflects the ways children construct knowledge.
18.	C	Understand integrated curriculum design that reflects the ways children construct knowledge.
19.	B	Understand integrated curriculum design that reflects the ways children construct knowledge.

(continued on next page)

Question Number	Correct Response	Objective
20.	A	Understand integrated curriculum design that reflects the ways children construct knowledge.
21.	C	Understand communication and language development in young children.
22.	B	Understand communication and language development in young children.
23.	C	Understand communication and language development in young children.
24.	A	Understand communication and language development in young children.
25.	C	Understand communication and language development in young children.
26.	B	Understand communication and language development in young children.
27.	C	Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.
28.	A	Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.
29.	D	Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.
30.	B	Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.
31.	C	Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.
32.	D	Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.
33.	C	Understand the development of concepts about print and how to create a learning environment to promote emergent literacy.
34.	D	Understand the development of concepts about print and how to create a learning environment to promote emergent literacy.
35.	C	Understand the development of concepts about print and how to create a learning environment to promote emergent literacy.
36.	B	Understand the development of concepts about print and how to create a learning environment to promote emergent literacy.
37.	B	Understand the development of concepts about print and how to create a learning environment to promote emergent literacy.
38.	B	Understand the development of concepts about print and how to create a learning environment to promote emergent literacy.
39.	D	Understand foundations of reading development.
40.	A	Understand foundations of reading development.
41.	A	Understand foundations of reading development.
42.	D	Understand foundations of reading development.
43.	B	Understand foundations of reading development.

(continued on next page)

Question Number	Correct Response	Objective
44.	B	Understand foundations of reading development.
45.	D	Understand writing processes and how to create effective learning opportunities for promoting young children's writing skills.
46.	A	Understand writing processes and how to create effective learning opportunities for promoting young children's writing skills.
47.	C	Understand writing processes and how to create effective learning opportunities for promoting young children's writing skills.
48.	A	Understand writing processes and how to create effective learning opportunities for promoting young children's writing skills.
49.	C	Understand writing processes and how to create effective learning opportunities for promoting young children's writing skills.
50.	D	Understand writing processes and how to create effective learning opportunities for promoting young children's writing skills.
51.	D	Understand mathematics concepts and skills.
52.	B	Understand mathematics concepts and skills.
53.	D	Understand mathematics concepts and skills.
54.	B	Understand mathematics concepts and skills.
55.	A	Understand mathematics concepts and skills.
56.	D	Understand how to facilitate learning for young children in the area of mathematics.
57.	D	Understand how to facilitate learning for young children in the area of mathematics.
58.	C	Understand how to facilitate learning for young children in the area of mathematics.
59.	A	Understand how to facilitate learning for young children in the area of mathematics.
60.	D	Understand how to facilitate learning for young children in the area of mathematics.
61.	D	Understand how to facilitate learning for young children in the area of mathematics.
62.	D	Understand science content and inquiry processes and how to facilitate science learning for young children.
63.	B	Understand science content and inquiry processes and how to facilitate science learning for young children.
64.	D	Understand mathematics concepts and skills.
65.	B	Understand science content and inquiry processes and how to facilitate science learning for young children.
66.	D	Understand science content and inquiry processes and how to facilitate science learning for young children.
67.	B	Understand science content and inquiry processes and how to facilitate science learning for young children.
68.	C	Understand science content and inquiry processes and how to facilitate science learning for young children.

(continued on next page)

Question Number	Correct Response	Objective
69.	C	Understand social studies content and skills and how to facilitate social studies learning.
70.	C	Understand social studies content and skills and how to facilitate social studies learning.
71.	D	Understand social studies content and skills and how to facilitate social studies learning.
72.	D	Understand social studies content and skills and how to facilitate social studies learning.
73.	B	Understand social studies content and skills and how to facilitate social studies learning.
74.	C	Understand social studies content and skills and how to facilitate social studies learning.
75.	D	Understand the visual and performing arts and how to facilitate young children's learning in and appreciation of the arts.
76.	D	Understand the visual and performing arts and how to facilitate young children's learning in and appreciation of the arts.
77.	C	Understand the visual and performing arts and how to facilitate young children's learning in and appreciation of the arts.
78.	A	Understand the visual and performing arts and how to facilitate young children's learning in and appreciation of the arts.
79.	B	Understand the visual and performing arts and how to facilitate young children's learning in and appreciation of the arts.
80.	C	Understand the visual and performing arts and how to facilitate young children's learning in and appreciation of the arts.

PREPARATION RESOURCES

Field 36: Early Childhood Education

The resources listed below may help you prepare for the AEPA® test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Child Development

Online Sources:

Arizona Early Learning Standards.

<http://www.azed.gov/earlychildhood>

Arizona Early Childhood Education Standards.

<http://www.azed.gov/earlychildhood/preschool/standards.asp>

National Association for the Education of Young Children.

<http://naeyc.org>

Journals:

Childhood Education, Association for Childhood Education International.

Young Children, National Association for the Education of Young Children.

Other Resources:

Cole, M., Cole, S., and Lightfoot, C. (2004). *The Development of Children* (5th ed.). New York, NY: Worth Publishers.

Morrison, G. S. (2006). *Early Childhood Education Today* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

Morrison, G. S. (2005). *Fundamentals of Early Childhood Education* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Woolfolk, A. E. (2003). *Educational Psychology* (9th ed.). Boston, MA: Allyn & Bacon.

Language Arts

Online Sources:

Arizona Early Learning Standards: Arizona Reads.

<http://www.azed.gov/azreads>

International Reading Association.

<http://reading.org>

National Council of Teachers of English.

<http://www.ncte.org/elem>

Journals:

Language Arts, National Council of Teachers of English.

The Reading Teacher, International Reading Association.

Other Resources:

Lyons, C. A. (2003). *Teaching Struggling Readers*. Portsmouth, NH: Heinemann.

Norton, D. E. (2004). *Multicultural Children's Literature: Through the Eyes of Many Children* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Ruddell, R. B. and Ruddell, M. R. (2004). *Teaching Children to Read and Write: Becoming an Effective Literacy Teacher* (4th ed.). Boston, MA: Allyn & Bacon.

Tompkins, G. E. (2001). *Language Arts: Content and Teaching Strategies* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Learning in the Content Areas: Mathematics, Science, Social Studies, and the Arts

Online Sources:

National Council of Teachers of Mathematics.

<http://www.nctm.org>

National Science Teachers Association.

<http://www.nsta.org/elementaryschool>

National Council for Social Studies.

<http://www.socialstudies.org/standards>

Journals:

Mathematics Teacher, National Council of Teachers of Mathematics.

Science and Children, National Science Teachers Association.

Social Education, National Council for the Social Studies.

Other Resources:

Alter, G., Larson, B. E., Monson, J., and Morgan, J. (1999). *Social Studies Content for the Elementary School Teacher*. New York, NY: Prentice Hall.

Campbell, P. S., Scott-Kassner, C., and Kassner, K. (2003). *Music in Childhood: From Preschool Through Elementary Grades* (2nd ed.). Belmont, CA: Schirmer/Thomson Learning.

Howe, A. C. (2001). *Engaging Children in Science* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Kassing, G. and Jay, D. M. (2003). *Dance Teaching Methods and Curriculum Design*. Champaign, IL: Human Kinetics Publishers.

Lind, K. K. (2004). *Exploring Science in Early Childhood Education* (4th ed.). Clifton, NY: Thomson Delmar Learning.

O'Daffer, P., Charles, R., Cooney, T., Schielack, J., and Dossey, J. A. (2004). *Mathematics for Elementary School Teachers* (3rd ed.). Boston, MA: Addison Wesley.

Schirrmacher, R. (2005). *Art and Creative Development for Young Children* (5th ed.). Clifton, NY: Thomson Delmar Learning.

Seefeldt, C. and Galper, A. (2005). *Active Experiences for Active Children: Social Studies* (2nd ed.). New York, NY: Prentice Hall.

Seefeldt, C. (2004). *Social Studies for the Preschool/Primary Child* (7th ed.). New York, NY: Prentice Hall.

Van de Walle, J. A. (2003). *Elementary and Middle School Mathematics: Teaching Developmentally* (5th ed.). Boston, MA: Allyn & Bacon.