

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.

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.

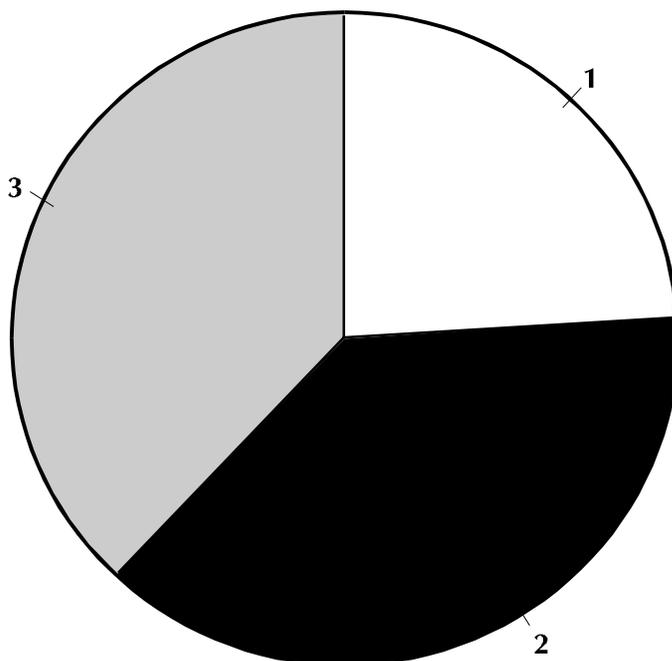
0012 Understand social studies content and skills and how to facilitate social studies learning.

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. 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

3. 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.
4. 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.

5. 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.
6. 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.
7. 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

8. 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
9. 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
10. 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.

11. 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
12. 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.
13. 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. $2(n - 4)$

14. 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.
15. 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?"
16. 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

17. 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
18. 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.

19. 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.
20. 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

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

21. **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.



ZHLTNJUBAE
OPF7RJ2XJW

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.

(continued on next page)

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 factors that may affect children’s development and learning and use this knowledge to create learning environments that support all children’s progress. |
| 3. | 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. |
| 4. | C | Understand integrated curriculum design that reflects the ways children construct knowledge. |
| 5. | A | Understand communication and language development in young children. |
| 6. | C | Understand communication and language development in young children. |
| 7. | B | Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds. |
| 8. | C | Understand the development of concepts about print and how to create a learning environment to promote emergent literacy. |
| 9. | A | Understand foundations of reading development. |
| 10. | A | Understand foundations of reading development. |
| 11. | D | Understand writing processes and how to create effective learning opportunities for promoting young children’s writing skills. |
| 12. | A | Understand writing processes and how to create effective learning opportunities for promoting young children’s writing skills. |
| 13. | D | Understand mathematics concepts and skills. |
| 14. | D | Understand how to facilitate learning for young children in the area of mathematics. |
| 15. | D | Understand how to facilitate learning for young children in the area of mathematics. |
| 16. | B | Understand science content and inquiry processes and how to facilitate science learning for young children. |
| 17. | B | Understand science content and inquiry processes and how to facilitate science learning for young children. |
| 18. | C | Understand social studies content and skills and how to facilitate social studies learning. |
| 19. | B | Understand social studies content and skills and how to facilitate social studies learning. |
| 20. | A | Understand the visual and performing arts and how to facilitate young children’s learning in and appreciation of the arts. |