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PrePrimary (Age 3 to PreKindergarten)

Subtest 1 Sample Items

1. Mr. Rodriguez is a teacher of five-year-old prekindergartners. Many of the children like to ride tricycles at recess, so he decides to introduce the children to road safety. He begins by reading the children a book on the topic, and he then invites a police officer to speak to the class about wearing a helmet and other safety tips. Which of the following activities would likely be most effective for reinforcing these ideas about road safety?

- A. having children create colorful posters about road safety to hang in various areas of the classroom as reminders
- B. providing additional stories and handouts on road safety in the literacy activity center
- C. creating a simulated road course on the playground where children can practice safety skills when riding their tricycles
- D. incorporating ongoing questions and discussions about safety skills during daily circle time

2. A preschool teacher would like to informally assess the receptive language skills of Vang, a three-year-old who recently joined the class. Which of the following strategies would likely be most effective and developmentally appropriate for this purpose?

- A. asking Vang to define several familiar words (e.g., fork, tree, banana)
- B. observing how Vang responds to two-step directions (e.g., "Hang up your coat then sit on the rug.")
- C. reading a story to Vang and then asking him open-ended questions (e.g., "Why do you think the dog ran away?")
- D. having a conversation with Vang about a particular topic (e.g., pets, favorite toys, family members)

3. A preprimary teacher wants to help children make the connection between the counting numbers and the total number of objects in a set. Which of the following would be the most developmentally appropriate strategy to use for this purpose?

- A. explaining that while a set of four cats and a set of four dogs contain different objects, both sets have the same number of objects
- B. giving children worksheets on which they count the number of objects in a group and then draw a line to the corresponding numeral
- C. asking children to count shells or buttons arranged in a line and then recount the items after the teacher has spread them further apart
- D. teaching counting rhymes and songs and prompting children to count in the context of play and routine daily activities

4. A preschool teacher fills out checklists regarding children's creative development in the visual arts and music. In reviewing these checklists, the teacher notices that most of the children are able to move or clap a steady beat for a short period of time during music activities. Which of the following learning experiences would most effectively foster the children's continued rhythmic development?

- A. frequently singing familiar songs in class using either a faster or slower tempo than usual
- B. providing children with a game to play in which they match cards showing note values with cards showing numbers of beats
- C. regularly incorporating an activity in which everyone selects a percussion instrument and plays along with a recording
- D. teaching children the difference between strong and weak beats by having them dance a waltz pattern

5. During a dance activity with multicolored crepe paper streamers, a three-year-old child announces that her streamer is a butterfly. She makes her "butterfly" fly in circles, search for flowers, swoop up and down, and land on her hand. This behavior best demonstrates

how involving children in open-ended movement activities can foster children's:

- A. self-expression.
- B. problem solving.
- C. positive self-esteem.
- D. task completion.

Answer Key

Item Number	Correct Response	Subarea	Objective
1	C	I. Cognitive Development and Learning	0001
2	B	I. Cognitive Development and Learning	0002
3	D	I. Cognitive Development and Learning	0003
4	C	II. Creative Development and Learning	0004
5	A	II. Creative Development and Learning	0005

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