

Early Childhood Education (Birth to Grade 3)

Subtest 2 Sample Items

1. A preschool teacher notices that several four-year-olds have been showing an active interest in ocean creatures. Children are playing with shells at the water table, painting whale pictures in the art center, and watching fish in the classroom fish tank. The teacher decides to tell about one new ocean creature each day during circle time by showing the class a picture of the creature, teaching its name, and telling a few interesting facts about it. This activity would likely be most effective for promoting children's skills in which of the following areas?

- A. vocabulary development
- B. metacognition
- C. short-term memory
- D. critical thinking

2. Three-year-old Katrina is very anxious at the beginning of her first day in preschool. She is sucking her thumb and clinging to her mother's leg. The teacher wishes to make Katrina more comfortable in this new setting. Which of the following strategies would likely be most effective for the teacher to use in this situation?

- A. distracting Katrina while her mother slips out of the room
- B. taking a photograph of Katrina and her mother at school for Katrina to take home with her
- C. encouraging Katrina to introduce herself to some of the other children
- D. allowing Katrina's mother to stay in the classroom to visit until Katrina feels more secure

3. Each day, an early childhood teacher sets aside time for children to move to recorded music. While the music plays, the teacher performs simple motions (e.g., tapping on knees, walking forward) and encourages children to imitate these movements. One day the teacher notices that two-year-old Charlie is standing up and rocking from side to side to the music. The teacher starts to imitate this motion and says, "Look, everyone. Charlie has a new motion for us to try. Can you do this too?" In this situation, the teacher's actions are most likely to foster Charlie's development in which of the following areas?

- A. flexibility and strength
- B. problem-solving and critical-thinking skills
- C. initiative and creativity
- D. cooperation and interpersonal skills

4. Ms. Olson's third-grade class will be participating in a schoolwide history fair. Students in her class will be working on group projects related to various American Indian cultures. Ms. Olson plans to evaluate each student's performance using a scoring rubric. In order for this assessment method to be successful, which of the following steps should Ms. Olson take *first*?

- A. grouping students according to their current level of proficiency in social studies
- B. assigning specific letter grades to each section of the rubric
- C. defining the qualities students will need to display in their projects in order to demonstrate proficiency
- D. developing different rubrics based on the types of projects planned

5. A kindergarten teacher is planning a unit on nutrition and the food groups. Which of the following activities would be most developmentally appropriate to include in this unit?

- A. having students record in a journal all of the foods and beverages they consume in a given week
- B. asking students to cut out pictures of various types of foods from magazines and then glue the pictures into categories on a poster
- C. having students draw a picture of a healthy meal and then write a list of the ingredients in the meal
- D. asking students to spread out their snacks on a table, determine who has the healthiest snack, and explain why

Answer Key

Item Number	Correct Response	Subarea	Objective
1	A	I. Development of Children Age 0–5 Years	0009
2	D	I. Development of Children Age 0–5 Years	0010
3	C	I. Development of Children Age 0–5 Years	0012
4	C	II. Learning in the Content Areas	0014
5	B	II. Learning in the Content Areas	0016

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Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004