

Education of Young Children (0021)

Test at a Glance

Test Name	Education of Young Children		
Test Code	0021		
Time	2 hours		
Number of Questions	60 Multiple-choice (Part A) 6 Short constructed-response (Part B)		
Format	Multiple-choice and constructed-response questions		
Weighting	Multiple-choice: 50% of total score Short constructed-response: 50% of total score		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Questions
	I. Child Development and Foundations	14	12%
	II. Curriculum and Instruction	17	14%
	III. Diversity and Exceptional Needs, and Supporting the Learning Environment	11	9%
	IV. Relationships with Families and Communities, and Professionalism	9	7%
	V. Assessment	9	7%
	VI. Diversity and Learning Environment	2 constructed-response	17%
	VII. Relationships with Families, and Professionalism	2 constructed-response	17%
	VIII. Assessment, Curriculum, and Instruction	2 constructed-response	17%
Pacing	In allocating time on this assessment, it is expected that about 60 minutes will be spent on the multiple-choice section and about 60 minutes will be spent on the constructed-response section. The sections are not independently timed, so you can determine your own pacing based on these recommendations.		

About This Test

The Education of Young Children test is intended primarily for prospective teachers of young children (birth to age eight). It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child-centered activities that provide opportunities for choices, decision-making, and discovery. The test is designed to assess the examinee's knowledge about pedagogy and content, the relationship of theory to practice, and how theory can be applied in the educational setting. Also included are multicultural influences; diversity; variations in development, including atypical development; and how they affect children's development and learning.

Each of the six constructed-response questions will focus on one of the following areas: diversity, the learning environment, relationships with families, professionalism, assessment, curriculum, and instruction.

The test was designed to align with the National Association for the Education of Young Children's *NAEYC Standards for Early Childhood Professional Preparation* (2001).

This test may contain some questions that will not count toward your score.

Topics Covered

I. Child Development and Foundations

A. Childhood Physical Development

- Stages of physical development (e.g., gross and fine motor development, brain) and implications for learning
- Major progressions in each developmental domain and the ranges of individual variation within each domain
- Atypical development

B. Cognitive Development

- Knowledge of important theorists, including, but not limited to, Bruner, Bandura, Bloom, Piaget
- Methods students use to solve problems
- Cognitive abilities shaped by nature/nurture
- Age-appropriate behavior

C. Social and Emotional Development

- Knowledge of important theorists, including Maslow, Bloom, Piaget
- Erikson's stages of emotional growth
- Factors that influence social and emotional development, including gender, home life, cultural identity, role models

D. Language Development

- Factors that shape oral language development
- Factors that foster literacy skills

E. Influences on Development and Learning

- Factors that influence physical, cognitive, and emotional development in the child's home and community life (e.g., nutrition, health, disabilities, socioeconomic status, cultural upbringing, family and community values)
- Learning opportunities that influence a child's growth and development (prior knowledge, experience)
- Milestones of social and cognitive growth indicated by the form of a child's behavior when playing alone and/or with peers
- Major theories concerning development (e.g., constructivist, maturationist, sociocultural, behaviorist, ecological) and the hallmark contributions of cognitive learning theorists

II. Curriculum and Instruction

A. General Instruction

- Curriculum process (e.g., structuring a curriculum, implementing the curriculum, and revising or modifying the curriculum, aligning curriculum to reflect state standards)
- Routines and transitions that reflect an understanding of a young child's need for balance, order, depth, variety, structure, challenge, and physical activity
- Instructional strategies (e.g., play, small groups, cooperative learning, inquiry, discovery learning, learning centers, teacher-directed learning, theme, directed reading)
- Major theories and models of programmed instruction (including, but not limited to, constructivism, Montessori, Project Approach, High Scope, Reggio Emilia)
- Curriculum integration as it relates to instruction
- Recognition of the cognitive tasks demanded from a lesson, teaching practice, or questioning technique
- Techniques to elicit and encourage in-depth responses and metacognitive thinking from children at age-appropriate levels
- Techniques for creating effective bridges between curriculum goals and students' previous experiences (or lack of previous experiences)

B. Math/Numeracy

- Developmentally appropriate practice in the design, implementation, and evaluation of lessons based on mathematical concepts
- Knowledge of mathematical concepts (including, but not limited to, estimation, geometry, number sense and numeration, whole-number operations)

C. Literacy

- Developmentally appropriate practice in the design, implementation, and evaluation of lessons that promote oral language expression and literacy in children
- Creating an environment that promotes print awareness, reading readiness, and technology literacy
- Sentence decoding strategies, including semantic and syntactical cueing systems, word families, root words, and phonics
- Characteristics of quality children's books
- Specific literacy concepts (e.g., writing process, phonemic awareness, the domains of language [e.g., vocabulary], grapheme-phoneme correspondence, journal writing, shared reading, cueing systems, rubrics, reflective logs)

D. Science

- Developmentally appropriate practice in the design, implementation, and evaluation of lessons that develop each child's innate curiosity about the world and broaden each child's procedural and thinking skills for investigating the world, solving problems, and making decisions
- General principles of scientific inquiry, including, but not limited to, cause and effect, systems, scale, models, change, variations, and structure and function

E. Social Studies/Character Inquiry

- Developmentally appropriate practice in the design, implementation, and evaluation of learning experiences that promote cultural and character education
- Methods for designing, implementing, and evaluating lessons that develop the social studies disciplines (e.g., history, geography, economics)

F. Creative Arts/Aesthetics

- Developmentally appropriate practice in the design, implementation, and evaluation of visual and performing arts
- Integration of the arts into content area studies
- Appropriate responses to children's work

G. Physical Education/Health

- Developmentally appropriate practice in the content discipline designed to strengthen gross and fine motor skills and foster healthy lifestyles
- Focus on health, safety, and nutrition in the curriculum
- Medical conditions and procedures (e.g., epilepsy, diabetes, use of an EpiPen® for severe allergies, handling of blood)

H. Technology

- Appropriate use of technology in the early childhood classroom
- Appropriate use of technology for students with special needs
- Evaluation of technology

III. Diversity and Exceptional Needs, and Supporting the Learning Environment

A. Students as Diverse Learners

- Areas of exceptionality in students' learning, including, but not limited to, visual and perceptual difficulties, learning disabilities, attention deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD)
- Accommodations for students with special educational needs and for children whose first language is not English
- Approaches for accommodating various learning styles and intelligences
- Cultural sensitivity and responsiveness to gender and equity issues
- Effective integration of multicultural activities into the classroom curriculum
- Contexts affecting choice of instructional strategies (e.g., child population, adaptations, special needs, local community, local cultures, physical environment)
- Instruction connected to children's personal experiences; assumptions that ALL children have had certain experiences are not made

B. Creating a Developmentally Appropriate Setting

- Health and safety issues (e.g., basic sanitation, nutrition, room ventilation, good health practices)
- Effective arrangement of the indoor and outdoor spatial environments (e.g., allowing for individual, cooperative, small- and whole-group activities; providing opportunities for children to play, explore, and discover)

- Accommodation of various children’s needs based on different learning styles (e.g., visual, auditory, tactile, or kinesthetic)
- Structuring the environment to accommodate students with physical and emotional disabilities (e.g., placement of vision- and hearing-impaired students, space and paths for wheelchairs, children with challenging behaviors, functional behavior assessment guidelines)
- Child’s role in creating the environment and assuming ownership

C. Creating a Socially Stimulating Environment

- Designing an environment that provides children with a sense of well-being, belonging, ownership, and freedom from physical and psychological fear
- Developing a positive prosocial classroom tone (e.g., possessing a repertoire of guidance approaches to meet individual children’s needs, being mindful of the effects of language and tone on children, acting as a role model who facilitates learning)

IV. Relationships with Families and Communities, and Professionalism

A. Respectful, Reciprocal Relationships with Families and Communities

- Family and community characteristics (e.g., family structure, socioeconomic conditions, home language, ethnicity, religion, or culture, and stresses and supports, such as special needs, births, deaths, or divorce)
- Basic strategies for involving parents/guardians in the educational process
- Proactive communication and collaboration
- Role of school as a resource to the larger community

B. Professionalism

- Ethical behavior in both personal and professional practice
- Major laws related to students’ rights and teacher responsibilities, including, but not limited to, IDEA, confidentiality and privacy, appropriate education of handicapped students, child abuse reporting, and assessment
- Importance of continuing professional development, including professional memberships
- Teamwork and collaboration with colleagues and paraprofessionals
- Effective advocacy for children

C. Self-assessment

- Importance of using self-assessment techniques to reflect on teaching practices and the learning environment

V. Assessment

- Different types of assessments and their purposes (e.g., formal and informal, standardized, criterion-referenced, summative, and formative tests; developmental screening; portfolios/work samples; rubrics; observation; anecdotal records, running records; interviews)
- Multiple sources of information to determine individual strengths and needs (e.g., use of ongoing and systematic assessment strategies, both summative and formative; use of authentic assessment)
- Aligning assessment with teaching goals and curriculum
- Making fair and reasonable judgments about student learning; situations in which inappropriate assessment may harm children
- Involving students in assessment
- Importance of sharing assessment results with families and communicating the meaning of different types of assessment results

VI. Diversity, and Learning Environment

The two constructed-response questions focus on the examinee’s ability to address the individual needs of diverse learners and on the examinee’s ability to create a learning environment that meets a stated goal for a class.

VII. Relationships with Families, and Professionalism

The two constructed-response questions focus on the examinee’s knowledge of strategies to communicate and work with parents effectively and on the examinee’s ability to evaluate the effects of choices and/or actions on an ethical dilemma based on the NAEYC Code of Ethical Conduct.

VIII. Assessment, Curriculum, and Instruction

The two constructed-response questions focus on the examinee’s knowledge of content, his or her ability to support learning through the skills and concepts involved in an integrated curriculum, and his or her ability to assess student work and reflect on its implications for instruction.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

- Which of the following behaviors in a 5-month-old should a parent discuss with the child's doctor?
 - The infant puts objects into his mouth.
 - The infant tries to push herself up.
 - The infant favors a particular arm or leg.
 - The infant cries when there is a loud noise.
- Which of the following 2-year-olds is demonstrating the use of fine motor skills?
 - Brian, who dances to his favorite songs
 - David, who fills containers with sand
 - Jane, who walks on her tiptoes
 - Melissa, who jumps with two feet
- After using the words "tooth" and "teeth" correctly, some children begin saying "tooths" and "teeths." This usage results from
 - paralanguage
 - language production difficulty
 - overgeneralization
 - poor listening skills
- Sofia and Xavier are working in the art center using a variety of materials to make a bird. Materials in the art center include paper-towel rolls, Styrofoam, feathers, sequins, scissors, scraps of material, and glue. The students are engaged in which of the following types of play?
 - Dramatic
 - Constructive
 - Exploratory
 - Parallel
- Which of the following teacher actions would best supplement the development of a literacy-rich environment in the early elementary classroom?
 - Reviewing catalogs about commercially developed language arts curriculums aligned with national standards
 - Creating attractive and colorful teacher-made bulletin boards for students to enjoy
 - Giving students work sheets on phonics, decoding, and word recognition skills
 - Providing students with a variety of reading and writing materials and assignments
- Which of the following placements for Michael, a child with multiple disabilities, provides the least restrictive environment?
 - A setting that maximizes contact with other children who have disabilities and reduces exposure to a mainstreamed environment
 - A traditional early childhood program in which children with disabilities do not receive special services
 - The same educational program, with supportive services, that other children his age are receiving
 - An alternative education setting providing each child with a trained paraprofessional who works one-on-one with the child
- Which of the following strategies will best foster multiculturalism in the classroom?
 - Playing a variety of music from different cultures
 - Providing foods from various countries in the role-play area
 - Inviting families to share their customs with the class
 - Hanging travel posters from various countries in the classroom

8. Aveyon took some of Jabulela's clay to use in the garlic press. When Jabulela started to cry and said she wanted it back, Aveyon embraced Jabulela and handed her both the clay and the garlic press. Aveyon then took play dough and cookie cutters from the shelf to use.

In the interaction described above suggests the teacher in this classroom is

- (A) serving as role models and guides in helping children solve problems on their own
- (B) permitting crying as a healthy way for children to solve problems
- (C) encouraging children to seek help from adults in resolving conflicts
- (D) maintaining strict rules for controlling inappropriate behavior by children

9. Alejandro, who is in preschool, is able to take off and put on his coat independently during the school day. However, when his mother picks him up, he expects her to help him get dressed. Which of the following would be the most appropriate teacher comment in this situation?

- (A) "May I ask why are you putting Alejandro's coat on for him?"
- (B) "If you put on Alejandro's coat, he will not do it for himself."
- (C) "Alejandro can now put on his coat by himself."
- (D) "It's important that you let Alejandro take care of himself."

10. In which of the following situations is a teacher NOT behaving in a professional manner?

- (A) A teacher, when speaking on behalf of an educational organization at a professional conference, voices support for several of the organization's programs and policies.
- (B) A teacher who has identified some students who would benefit from additional exposure to print provides the names and addresses of those students to the subscription department of an educational magazine for children.
- (C) A teacher, concerned about a child's welfare, reveals confidential information to the school guidance counselor who may be able to act in the child's interest.
- (D) A teacher, concerned about the actions of a co-worker during the school day, meets informally with the colleague and attempts to resolve the matter collegially.

11. Which of the following is an example of a preschool teacher who self-assesses instructional classroom practices?

- (A) A teacher taking time to analyze and critique student understanding after a lesson
- (B) A teacher asking the preschool director to visit the classroom and provide performance feedback
- (C) A teacher consulting with a colleague about commonly used behavior management strategies
- (D) A teacher ensuring that actions are aligned with the NAEYC Code of Ethical Conduct

12. In order to assess students' progress in language arts, a first-grade teacher keeps a portfolio for each student. The language arts portfolio for each student should include all of the following EXCEPT

- (A) dated work samples accompanied by teacher commentary
- (B) anecdotal records and records of systematic observations
- (C) checklists, rating scales, and screening inventories
- (D) weekly classroom lesson plans and curriculum goals



13. A 5-year-old is given the sequence of shapes above and asked to continue the pattern. The student adds the following:



Which of the following questions or statements would it be most appropriate for the teacher to pose at this point?

- (A) "That is not right. Would you like to try again?"
- (B) "Can you tell me why you added those two shapes?"
- (C) "There are three parts to the pattern. Do you see them?"
- (D) "Let me show you how to continue the pattern."

14. Which of the following is an example of a skill that can be observed in normally developing 18-month-olds?
- (A) Ability to know what is food and what is not food
 - (B) Ability to follow direction to put a toy in the toy box
 - (C) Ability to point to five parts of a doll when asked
 - (D) Ability to match an object to a picture of that object
15. Which of the following is an example of an appropriate notation in a teacher's anecdotal records of a 3-year-old's language development during play time?
- (A) Malika is unable to use pronouns correctly.
 - (B) Malika should be tested for a possible auditory difficulty.
 - (C) Malika can answer simple questions about objects.
 - (D) Malika loves to arrange books about cats in the classroom book nook.

Answers

1. C is the correct response. A parent should consult their doctor if a child is favoring a particular side of the body. Hemiplegia cerebral palsy affects one side of the body, such as right hand/arm and foot/leg or left hand/arm and foot/leg. A child favoring a particular arm or leg may have had a stroke. It is developmentally normal for 5-month-olds to put objects in their mouth (choice A), try to push themselves up (choice B), and cry when there is a loud noise (choice D).
2. B is the correct response. David is the only child demonstrating fine motor skills that are developmentally appropriate for 2-year-olds. Brian (choice A), Jane (choice C), and Melissa (choice D) are demonstrating gross motor skills that are developmentally appropriate for 2-year-olds.
3. C is the correct response. A vital link in learning occurs when a child learns a new concept associated with the structure of the language he or she speaks and applies it to similar language situations. However, sometimes a child does not understand there are exceptions to a rule and overgeneralizes, as in this case.
4. B is the correct answer. The students are using materials in the art center to make a bird. Constructive play (choice B) encourages students' creativity and stimulates the development of skills and positive relationships. Since Sofia and Xavier have a goal in mind (i.e., making a bird) and are using the materials to make the bird, it would be incorrect to characterize their behavior as simply exploratory play (choice C). Since the two students are working together with a shared focus (i.e., making a bird), this would not be considered parallel play (choice D). Dramatic play (choice A) may occur after Sofia and Xavier have completed their project but is not described in the given scenario.
5. D is the correct answer. Literacy-rich environments include daily reading, experimentation with reading materials, discussion about books, and dramatic-play areas. A teacher supplementing development of a literacy-rich environment would provide students with a variety of reading and writing materials and assignments (choice D). Research has found that providing students with varied opportunities to engage in the reading and writing process stimulates their motivation and advances their reading skills. In choice A, reviewing catalogs about commercially developed language arts curriculums would not help to supplement a literacy-rich environment nor would it help students learn to read. Choice B, creating teacher-made bulletin boards, would allow students to view print on the bulletin boards, but bulletin boards with student-created work samples would be a better supplement to a literacy-rich environment. Choice C, giving students work sheets, may teach letter-sound relationships in isolation but is not the best supplement to the development of a literacy-rich environment.
6. C is the correct response. According to the Individuals with Disabilities Education Act (IDEA), to the maximum extent appropriate, children with disabilities should be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment should occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
7. C is the correct response. Young children construct their cultural identities primarily in relation to their own family, and the instructional approach that is likely to be most effective is choice C. Simply providing multicultural materials will not accomplish this goal.
8. A is the correct response. Promoting prosocial behavior and interpersonal problem-solving skills are two important concerns of the teacher of young children. Research has found that teachers who model prosocial and generative behavior typically have classrooms in which students internalize and adopt prosocial and empathetic behaviors.
9. C is the correct response. The message quietly and graciously communicates to Alejandro and his mother his ability to function independently. Choices A, B, and D are impolite and offer no encouragement to Alejandro or his mother.
10. B is the correct response. The teacher violates the confidentiality of students by providing names and addresses to an outside organization (choice B) and thus is not behaving in a professional manner. Choice A, a teacher who is speaking at a conference and supporting several of the organization's programs and policies, is behaving in a professional manner. Choices C and D are appropriate actions that ensure the safety of students and the integrity of the profession.
11. A is the correct response. A teacher taking time to analyze and critique students' understanding after a lesson is self-assessing instructional classroom practices. A teacher asking the preschool director to visit the classroom and provide performance feedback (choice B) provides assessment of classroom practices, but this is not self-assessment. A teacher consulting with a colleague about commonly used behavior management strategies (choice C) provides the teacher with helpful information but does not require the teacher to self-assess the instructional classroom practices. A teacher would need to self-assess that his or her actions are aligned with NAEYC Code of Ethical Conduct (choice D); however, this type of self-assessment relates to professional practice rather than instructional classroom practices.

12. D is the correct answer. Choices A, B, and C are types of items that may be found in a portfolio kept to assess student progress. Weekly lesson plans and curriculum goals are items that do not need to be in such a portfolio.

13. B is the correct response. The child may see a pattern the teacher does not see and should therefore be asked to explain his or her thinking before the response is judged.

14. B is the correct response. A normally developing 18-month-old will be able to follow simple one-step directions (choice B). A normally developing 2 year old will be able to point to five parts of a doll when asked (choice C). A normally developing 3-year-old will know what is food and what is not food (choice A) and will also be able to match an object to a picture of that object (choice D).

15. C is the correct response. Anecdotal records document what a child can do and his or her achievements, as opposed to what he or she cannot do. Choice C states what Malika can do and is an appropriate example of an anecdotal record. Choice A states what Malika cannot do or is unable to do. Choice B states a teacher's professional opinion about Malika rather than a direct observation. Choice D states an observation about Malika rather than what she can do.

This section presents sample questions and constructed-response samples along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home,

edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Question raters take these circumstances into account when scoring the responses.

Question raters will assign scores based on the following scoring guide.

GENERAL SCORING GUIDE FOR CONSTRUCTED-RESPONSE PROMPTS

3

The response demonstrates a strong knowledge of the subject matter relevant to the prompt in the following ways:

- The response addresses all parts of the prompt fully and accurately.
- The response demonstrates a thorough understanding of the most significant aspects of the concepts, theories, facts, procedures, or methodologies in education that are relevant to the prompt.
- The response provides strong explanations that are effective, complete, and well supported by relevant evidence.

2

The response demonstrates a basic knowledge of the subject matter relevant to the prompt in the following ways:

- The response addresses most parts of the prompt appropriately.
- The response demonstrates adequate understanding of the most significant aspects of the concepts, theories, facts, procedures, or methodologies in education that are relevant to the prompt.
- The response provides basic explanations that are sufficiently supported by relevant evidence.

1

The response demonstrates a weak knowledge of the subject matter relevant to the prompt in the following ways:

- The response addresses some part of the prompt appropriately and may be loosely connected to the prompt.
- The response demonstrates little understanding of the most significant aspects of the concepts, theories, facts, procedures, or methodologies in education that are relevant to the prompt.
- The response provides weak or incomplete explanations that may not be supported by relevant evidence.

0

The response demonstrates a lack of knowledge of the subject matter relevant to the prompt in the following ways:

- The response simply restates or rephrases some or all parts of the prompt, is blank or off-topic, or does not address the prompt.
- The response demonstrates a lack of understanding of the most significant aspects of the concepts, theories, facts, procedures, or methodologies in education that are relevant to the prompt.
- The response provides vague or no explanations that are not supported by relevant evidence.

Sample Constructed-Response Question

Chris is a child with HIV/AIDS who is in your class.

Part A: Based on practice that is ethical as well as professionally and legally prudent, what are your responsibilities to Chris and his family as a teacher?

Part B: List three resources that you could use to help you to learn how best to handle the issues specific to having a child with HIV/AIDS in the classroom. Describe the information each resource could provide.

Sample Response That Received a Score of 0

Part A - A teacher acting ethically, legally, and professionally prudent would make sure to notify all students and parents about a child with HIV/AIDS being placed in the class. The teacher should inform students and parents that universal precautions will be used in the classroom to reduce the risk of exposure to HIV/AIDS.

Part B - Three examples of universal precaution resources would be gloves, gowns, and face masks. The teacher should purchase gloves to be worn by students during the day and thrown out at the end of the day. The teacher should ask parents to purchase a gown at the beginning of the year for their child and then require the gown to be washed in hot water each evening. The teacher should offer parents the option of having their child also wear a face mask in the classroom. These universal precautions would protect students from sweat, tears, and vomit and therefore ensure that the teacher is acting ethically, legally, and professionally prudent.

Sample Response That Received a Score of 1:

Part A - As a teacher my main responsibility to Chris would be confidentiality. This is important for protecting his rights to privacy. Further responsibilities would be proper care for his condition, providing a clean and safe environment, and treating him as I would any other child.

Part B - One resource that would help me learn how to handle specific issues would be legislature. This would help me to fully understand Chris's rights as well as my rights and responsibilities. Another resource that would be helpful would include proper procedure in case of illness or injury. In order

to protect Chris as well as his classmates, I must know how to properly clean up or care for any illness or injury. The third and final resource would be information on HIV/AIDS. In order for me to help Chris I must fully understand the effects of HIV/AIDS on him. As well as how it is contracted and maintained.

Sample Response That Received a Score of 2:

Part A - I am responsible to be confidential with Chris's condition as well as treat him just like I would any other child.

Part B - I would make sure to have the handbook for communicable disease in the classroom so I know what to do in case of any emergency situations as far as blood spill, etc. I would also make sure to have Chris's medical doctor's information so that the doctor could provide me with any precautions or certain procedures that he uses with Chris if any emergency were to occur. I would have website and telephone information for National HIV/AIDS foundation so I can always call or look online when I have questions that arise about HIV/AIDS.

Sample Response That Received a Score of 3:

Part A - As a teacher, I am responsible to keep the fact that a student has HIV/AIDS highly confidential. I am responsible to treat this student with compassion and understanding just as I do with each and every child. I need to be aware of the child's condition at all times but under no circumstances single the child out. I need to treat the child as just another student. It is important for the teacher to treat the learner, as well as the student, with respect and be empathetic!!

Part B - (1) The internet could be a vast help. I could look up HIV and AIDS as a resource of the types of physical issues I might expect with this child (e.g., frequent colds, low immunity). Based on this information, I would go the extra mile to keep my classroom clean and germ free. (2) I could talk to the school psychologist for tips that I may need in dealing with keeping my personal feelings in perspective. (3) If possible, I would talk to another parent, who has a child with HIV/AIDS, to get their input on what the teacher can do to help a child with HIV/AIDS succeed and thrive.

Sample Constructed-Response Question

You are planning an integrated unit on plants and seeds for the diverse learners in your first-grade class.

Part A: Describe one developmentally appropriate, plant-related activity that integrates the following disciplines:

- science
- language arts
- mathematics

Part B: Describe the conceptual understanding the activity will address in each content area.

Sample Response That Received a Score of 0:

I am planning an integrated unit on plants and seeds for the diverse learners in my first-grade class which will integrate the disciplines of science, language arts, and mathematics. The activity will therefore address conceptual understanding in each content area.

Sample Response That Received a Score of 1:

I would use counting seeds and plant parts because it is easy to understand and we all have them in our everyday life. In language arts I would read nature books and a book about growing because nature is all around us and we see it everyday. Growing is a natural part of life and we all do it!!

Sample Response That Received a Score of 2:

Part A - I would incorporate reading books about plants and their growth with allowing the children to plant their own seeds and watch them grow.

Part B - Reading the books about plant growth allows students to gain knowledge through reading about and also actually watching the process happen in real life. The students will associate the reading with the plant growth process. Science is used in this activity by allowing the children to water the plant and give it sunlight. The children will learn what it takes for plants to grow. Math can be incorporated by charting the growth of the plants by days or weeks.

Sample Response That Received a Score of 3:

As a teacher planning this integrated unit on plants and seeds, I would do a project on bean and bean stalk growth with the children.

In the content area of science, the children will be growing their own bean sprouts in plastic bags. We will do a K-W-L chart on the growth of plants at the beginning and end of this science unit. Students will be able to identify what they know at the beginning of the unit, what they want to know at the beginning of the unit, and what they have learned at the end of the unit. We will also do plant life cycle cut and paste activities. Students will learn the life cycle of plants.

In the content area of language arts, the children will keep a detailed journal describing their observations while growing bean sprouts and what they are learning about the plant life cycle. Students will be able to actively engage in writing. We will also read books about the plant life cycle. Students will be able to engage in reading or listening to text being read.

In the content area of mathematics, we will make a chart based on the growth of the children's bean sprouts. We will use this chart to discuss varying quantities of growth. This will help students to compare the similarities and differences in the growth. We can even bring in concepts such as addition and subtraction if there is a wide enough variance in the growth. This will help students to practice addition and subtraction based on real world data.



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