



The *PRAXIS*® Study Companion

Interdisciplinary Early Childhood Education (5023)



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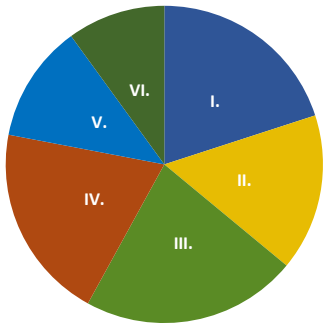
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Interdisciplinary Early Childhood Education (5023)

Test at a Glance

The *Praxis*® Interdisciplinary Early Childhood Education test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as an interdisciplinary early childhood education specialist.

Test Name	Interdisciplinary Early Childhood Education		
Test Code	5023		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Growth and Development of Young Children Across the Spectrum of Development	24	20%
	II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs	19-20	16%
	III. Curriculum, Instruction, and Assessment for Young Children	26-27	22%
	IV. Play and Learning Environment for Young Children	24	20%
	V. Collaboration with Families and Colleagues	14-15	12%
	VI. Professionalism and Growth through Professional Development	11-12	10%

About The Test

The Interdisciplinary Early Childhood Education (IECE) test is designed to measure the professional knowledge and skills of prospective teachers of young children (birth through kindergarten).

The content of the test was drawn up by experts in the field of interdisciplinary early childhood education and was confirmed as necessary for safe and effective practice and needed at the time of entry into the profession by a survey of teachers, teacher educators, and administrators. The test is aligned closely with the standards of the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC). Its development was also informed by the extensive research base on the importance of high-quality early childhood and preschool programs on children's readiness to learn.

The test is appropriate for examinees who are completing or have completed an undergraduate teacher training program in IECE and are taking this Praxis test for initial certification/licensure; are completing or have completed a graduate teacher training program in IECE and are taking Praxis for initial certification/licensure; or have a teaching certificate/license and are seeking an additional certification/licensure.

The 120 selected-response questions assess job-related knowledge as well as the ability to analyze problems and apply principles to specific situations. Some questions on this test may not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of “e.g.” to start a list of examples implies that only a few examples are offered and the list is not exhaustive, whereas the use of “i.e.” to start a list of examples implies that the given list of examples is complete.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions, but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test’s subject matter. You may want to discuss these questions with a teacher or mentor.

I. Growth and Development of Young Children Across the Spectrum of Development

1. Identify the characteristics and needs of all young children
2. Analyze multiple influences on child development and learning
3. Recognize how a healthy, respectful, supportive, challenging, developmentally appropriate learning environment contributes to the development of all children
4. Act according to foundational theories of development of all young children
5. Recognize the milestones of cognitive and perceptual development of all young children
6. Recognize the milestones of physical and motor development of all young children
7. Recognize the milestones of social and emotional development of all young children
8. Recognize the milestones of communication and language development of all young children
9. Recognize adaptive/self-help skills of all young children

Discussion Questions: Growth and Development of Young Children Across the Spectrum of Development

- What are some influences that can affect prenatal, infant, and child development?
- Describe various aspects of a healthy and appropriate learning environment.

- How does each aspect positively affect the development of young children?
- What are the stages for the typical development of infants, toddlers, and young children in terms of their cognitive and perceptual, physical and motor, social and emotional, and communication and language growth?
- What are the adaptive/self-help skills of young children? Provide examples of how an early childhood educator can foster the development of these skills.

II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs

1. Identify the characteristics of young children with a range of abilities and special needs
2. Develop and implement an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)
3. Act according to major laws related to the rights of children and educator responsibilities, including but not limited to IDEA
4. Plan and implement the interdisciplinary process of service delivery systems
5. Determine assistive and adaptive technology appropriate to address the needs of individual children

Discussion Questions: Educational and Service Requirements for Children with a Range of Abilities and Special Needs

- What are some of the most common characteristics of students with special needs?
- What are the pros and cons of identifying and labeling disability categories at an early age?
- What is the purpose of the developmental delay category?
- What are the differences and similarities between an Individualized Education Program (IEP) and an Individualized Family Service Plan (IFSP)?
- What are the differences and similarities between an Individualized Education Program (IEP) and 504 plan?
- What does the term Least Restrictive Environment (LRE) mean? How will you decide what is the LRE for individual students? Who is responsible for ensuring that students are educated in the LRE?
- What is the purpose of assistive and adaptive technology? How will you determine which students need this type of technology?

III. Curriculum, Instruction, and Assessment for Young Children

A. Curriculum and Instruction

1. Design developmentally appropriate, comprehensive curriculum and instruction aligned with state standards

2. Facilitate children's acquisition and integration of behavior, skills, and concepts to support learning aligned with state standards
3. Adapt and individualize curriculum and instruction strategies and plans for children and families, including those with special needs and disabilities
4. Select developmentally and individually appropriate strategies and resources to provide routine- and activity-based learning experiences
5. Design and implement a daily schedule balanced with adult-directed and child-initiated activities
6. Implement developmentally appropriate teacher-directed grouping strategies (i.e., peer-to-peer, small group, and whole group)
7. Plan and provide opportunities for developmentally appropriate child-initiated activities with adult support as needed
8. Encourage children's active involvement in a variety of structured and unstructured learning activities
9. Design appropriate activities within the natural environment/least restrictive environment that align with the individualized service plan
10. Provide learning experiences that support and expand the cultural knowledge and practices of children and families
11. Provide guidance, learning cues, and positive feedback to children

Discussion Questions: Curriculum and Instruction

- What classroom activities could address content area learning goals, such as literacy and mathematics goals, while also supporting children's behavioral and social development?
- What modifications might be made to lessons and activities in order to meet the varied needs of children, including those with special needs and disabilities?
- What are some ways to support cultural awareness and appreciation by children and families?
- What are some ways a teacher can use verbal and nonverbal cues and feedback to promote children's learning?

B. Assessment

1. Understand the goals, benefits, and appropriate uses of assessment
2. Select appropriate observation, documentation, and assessment tools and approaches
3. Create assessment partnerships with families and other professionals
4. Use developmentally appropriate and authentic assessments to improve instruction, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
5. Select, create, adapt, and use multiple modes and methods of assessments that are sensitive to the unique cultural and learning needs of the child and family

6. Actively involve families and other team members in the assessment process
7. Systematically collect, organize, record, and analyze ongoing assessment data to monitor child progress and program evaluation
8. Monitor, summarize, and evaluate the acquisition of IFSP child and family outcomes and the IEP child goals
9. Effectively communicate ongoing assessment results of child progress with families and other team members using everyday language, including primary language and communicative mode

Discussion Questions: Assessment

- What is the role and function of assessment in early childhood settings?
- How can a teacher involve families in the assessment process?
- How can a teacher effectively communicate assessment information to other professionals and families?
- How can a teacher use the results of authentic assessments, as well as the information provided by IFSPs and IEPs, to determine a child's instructional and learning needs?
- How can the cultural and learning needs of children and families be met during the assessment process? (Include specific details regarding the selection of appropriate and effective methods of assessment, the creation of assessments, and the adaptation of assessments to meet child and family needs.)

- How can a teacher use ongoing assessment to monitor a child's progress and guide instruction?
- How can a teacher use ongoing assessment to evaluate the effectiveness of a program?

IV. Play and Learning Environment for Young Children

1. Create and maintain an emotionally healthy, respectful, supportive, and challenging play and learning environment
2. Create and maintain a physically healthy and safe environment through basic sanitation, nutrition, room ventilation, and good health practices
3. Create the physical, social, and temporal environment to engage children and maximize learning aligned with state standards
4. Create and maintain developmentally and individually appropriate activity-based learning environments
5. Provide developmentally and individually appropriate indoor and outdoor environments, allowing for individual, cooperative, small- and whole-group activities and providing opportunities for children to play, explore, and discover
6. Create environments that recognize and value diversity as a strength in children and families

7. Adapt environments to support children with special needs and disabilities such as the placement of children with vision and hearing impairments, space and paths for mobility supports, children with challenging behaviors, and functional behavior assessment guidelines
8. Create, evaluate, and select materials, media, and technology, including assistive and adaptive technology, to enhance the play and learning environment
9. Facilitate positive interactions between children and adults, including peer interaction
10. Use positive guidance techniques to foster children's self-regulation, appropriate social interaction, and social competence
11. Understand how to create environments that function within legal, ethical, and professional guidelines
12. Understand strategies for collaboration with adults to create a positive play and learning environment
13. Understand the benefit of the natural environment/ least restrictive environment as the most appropriate place for implementation of the IFSP/IEP

Discussion Questions: Play and Learning Environment for Young Children

- What design of a learning and play environment ensures the health and safety of young children, as well as supports, motivates, and challenges them in developmentally appropriate ways?
- How can an indoor and outdoor early childhood environment provide opportunities for various learning activities and experiences (activity-based learning, individual and group activities, play, exploration, and discovery)?
- What modifications can be made to a learning environment to best support children with various special needs and disabilities?
- What is the process for creating, evaluating, and selecting materials, media, and technology in the early childhood setting?
- Explain how assistive and adaptive technology can support specific needs of children.
- In what ways can an adult support children in the development of their self regulation skills, social interaction skills, and social competence?
- What are some of the legal, ethical, and professional considerations a teacher must take into account when planning a learning environment?
- What is meant by the least restrictive environment as identified in a child's IFSP/ IEP?

V. Collaboration with Families and Colleagues

1. Plan for the effective involvement of team members, including assistants, staff, families, and volunteers across learning environments
2. Incorporate team members' (including families) knowledge of multiple disciplines and strategies
3. Plan and implement center-based experiences and instruction that incorporate family strengths and resources, priorities, and concerns
4. Plan and implement family-centered activities that reflect use of natural environments, the family's resources, priorities, and concerns
5. Participate as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings
6. Seek and encourage the participation of families as partners in promoting the child's development, making decisions, and implementing and evaluating program plans for the child
7. Apply family systems theory, family dynamics, family involvement, and identifying community resources for family support

Discussion Questions: Collaboration with Families and Colleagues

- How can a teacher involve and effectively collaborate with assistants, staff, families, and volunteers in the learning environment?

- What are examples of center-based activities and family-centered activities that reflect family strengths and resources, priorities, and concerns, and encourage family participation and involvement in children's learning?
- What is the process for encouraging family participation in the child's development, learning experiences, and program plans?
- How does family and home life affect a child's learning and development? Identify community resources that can be of assistance in addressing family needs and concerns.

VI. Professionalism and Growth Through Professional Development

1. Understand the necessity to engage in ongoing self reflection, professional development, and professional memberships to improve professional practices
2. Apply professional ethics, practices, and legal mandates in early childhood settings
3. Apply and function within legal, ethical, and professional guidelines
4. Act according to major laws related to the rights of children and educator responsibilities, including but not limited to IDEA, confidentiality and privacy, child abuse reporting, and assessment
5. Use effective advocacy strategies for children and families

**Discussion Questions:
Professionalism and Growth Through
Professional Development**

- What are the techniques for self-assessment by educator? Explain how each will improve an educator's professional practices.
- What is the role of professional development? Explain how it can benefit an educator's professional practices.
- What are the professional, ethical, and legal considerations that must be taken into account by an early childhood educator? Provide examples of how each is appropriately applied in practice.
- What are the major laws related to the rights of children and educator responsibilities? Provide examples of appropriate applications of each.
- How do laws like IDEA, confidentiality and privacy, and child abuse reporting protect a student?

Interdisciplinary Early Childhood Education (5023) Sample Test Questions

Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on 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.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Which of the following behaviors in a 5-month-old baby should be brought to the attention of a health-care professional?
 - (A) Putting objects, such as toes, into the mouth
 - (B) Pushing up, rocking, and rolling
 - (C) Favoring a particular arm and leg
 - (D) Crying when there is a loud noise

2. Which of the following is a fine motor skill that 2-year-old children are usually able to demonstrate?
 - (A) Going upstairs alone
 - (B) Filling pails and funnels with sand
 - (C) Throwing a ball three to five feet
 - (D) Jumping in place on both feet

3. Which of the following is a gross motor skill that 4-year-old children are usually able to demonstrate?
 - (A) Turning one simple somersault
 - (B) Jumping rope
 - (C) Cutting with scissors
 - (D) Riding a bicycle with gears

4. Two young children are working together in the art center, using a variety of materials to make a bird. Materials include Styrofoam balls, eggs, and blocks, toothpicks, feathers, sequins, beads, scraps of felt, ribbons, glue, and scissors. The students are engaged in which of the following types of play?
 - (A) Dramatic
 - (B) Constructive
 - (C) Exploratory
 - (D) Parallel

5. Of the following, which would best support the development of literacy skills in the kindergarten classroom?
 - (A) Using a commercially developed language arts curriculum aligned with national standards
 - (B) Creating attractive bulletin boards using commercially prepared materials to reinforce language arts concepts
 - (C) Teaching phonics, decoding, and word recognition skills using work sheets
 - (D) Providing children with opportunities to use a variety of developmentally appropriate reading and writing materials

6. Which of the following placements for a child with multiple special needs is most consistent with the concept of inclusion?
 - (A) A setting that maximizes contact with other children with special needs and that reduces exposure to mainstreamed environments
 - (B) A traditional early childhood program in which children with special needs do not receive special services
 - (C) The same educational program, with support services, that other children of the same age are receiving
 - (D) An alternative education setting providing each child with a trained paraprofessional who works one-on-one with the child

7. Which of the following strategies would best foster multiculturalism in the preschool classroom?
 - (A) Playing music from different cultures during free time
 - (B) Serving foods from various countries during snack time
 - (C) Inviting families to share their customs with the class
 - (D) Hanging colorful travel posters in the classroom

8. Two kindergarten children are playing with clay. When Tommy takes all of the red clay, Jess starts to cry and says to Tommy, "I really wanted to play with red clay too. Red is my favorite color." Tommy looks at the teacher, who sends the nonverbal message "It's up to you what you want to do" with a hand gesture and the expression on her face. Tommy pulls off a large chunk of red clay and hands it to Jess.

Which of the following statements best describes how the teacher has contributed to the interaction described above?

- (A) The teacher has served as a role model and helped the children solve a problem on their own.
 - (B) The teacher has permitted crying as a healthy way for the children to express disappointment.
 - (C) The teacher has encouraged the children to seek help from adults in resolving conflicts.
 - (D) The teacher has established strict rules for controlling inappropriate behavior by the children.
9. Jimmy is in preschool. He has learned to take off and put on his coat without help. However, when his mother comes to pick him up, she expects that she will 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 Jimmy's coat on for him?"
 - (B) "If you put on Jimmy's coat, he will not do it for himself."
 - (C) "Jimmy can now put on his coat by himself."
 - (D) "It's important that you let Jimmy take care of himself."
10. Which of the following describes a situation in which a teacher is behaving in a less than exemplary professional manner?
- (A) When speaking on behalf of an educational organization at a professional conference, a teacher voices support for several of the organization's programs and policies.
 - (B) A teacher has identified a few children who would benefit from additional exposure to print and provides the names and addresses of the children to the subscription department of an educational magazine.
 - (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 best describes how a teacher might self-assess his or her classroom practices?
- (A) Taking time to regularly analyze, critique, and revise instructional decisions
 - (B) Asking the preschool director to visit the classroom and provide performance feedback
 - (C) Consulting with a colleague about possible responses to unpredictable classroom situations
 - (D) Ensuring that professional interactions with parents are aligned with the Code of Ethical Conduct of the National Association for the Education of Young Children (NAEYC)



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



Which of the following would it be most appropriate for the teacher to say 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."
13. A teacher keeps a portfolio for each child in the class. The teacher's objective is to use the portfolios to assess each child's progress over time. Which THREE of the following items are most likely to be found in each child's portfolio?
- (A) Dated work samples together with teacher notes
 - (B) Anecdotal records and records of systematic observations
 - (C) Checklists, rating scales, and screening inventories
 - (D) Weekly classroom lesson plans and curriculum goals
 - (E) Samples of the teacher's reflective notes of instructional lessons
14. Which of the following is an example of a skill that can be observed in a normally developing 18-month-old?
- (A) Knowing what is food and what is not food
 - (B) Following simple directions to put a toy in the toy box
 - (C) Pointing to five parts of a doll when asked
 - (D) Matching an object to a picture of that object

15. Which of the following is an example of how to appropriately record in an anecdotal record information about a 3-year-old child's language use during free playtime?
- (A) Mary is unable to use colors to describe the blocks.
 - (B) Mary should be tested for a possible auditory difficulty.
 - (C) Mary can speak in complete sentences of 3 to 5 words.
 - (D) Mary's language development is below par.
16. Joshua enjoys riding the tricycle but refuses to participate in art activities for more than a few minutes at a time. The teacher makes access to the tricycle dependent on longer involvement during art time. The teacher's action is an example of the use of
- (A) contingency management
 - (B) task variation
 - (C) backward chaining
 - (D) shaping
17. A young child with developmental delays shows a special interest in balloons. The teacher uses balloons throughout the day when targeting skills; for example, by having the child request balloons, follow directions in painting balloons, use words related to balloons, and play games with balloons. The teacher's approach best exemplifies which of the following?
- (A) Task analysis
 - (B) Activity-based intervention
 - (C) Incidental teaching
 - (D) Fading
18. Which of the following best describes the most appropriate role of the family in early intervention?
- (A) To be trained to deliver early intervention services eventually
 - (B) To be equal partners and collaborators with professionals in early intervention
 - (C) To be involved in determining the individuals who will provide the early intervention services
 - (D) To understand what early intervention is and why the child will benefit from it

19. A teacher reads aloud *Where the Wild Things Are*, in which a boy named Max has a wild rumpus with the wild things on a faraway island. The teacher then gives the children five picture cards depicting scenes from the story and asks the children to put them in the order in which they happened in the story. Which of the following literary elements is the teacher assessing?
- (A) Setting
 - (B) Character
 - (C) Point of view
 - (D) Plot sequence
20. When parents ask in writing to review their child's school records, the agency or provider maintaining the records must comply with the request within no more than
- (A) 14 calendar days
 - (B) 21 calendar days
 - (C) 31 calendar days
 - (D) 45 calendar days
21. A child says, "I goed to the zoo with my daddy." Which of the following best explains why the child said "goed" instead of "went"?
- (A) Paralanguage
 - (B) Productive language difficulty
 - (C) Overgeneralization
 - (D) Receptive language difficulty
22. Which of the following activities would be most effective in introducing kindergartners to the concept of water circulation within a plant?
- (A) Examining the cross section of a stalk of celery and noticing that it seems to contain little holes
 - (B) Leaving celery stalks in colored water overnight and discussing why the celery leaves turn the same color as the water
 - (C) Having the children drink water using a straw and reasoning by analogy that plants also drink water somewhat like this
 - (D) Planting celery seeds in sterile soil in paper cups, placing them under a grow light, and watering them once a week

23. Which of the following skills must be learned before a child can skip?
- (A) Hopping
 - (B) Running
 - (C) Walking backward
 - (D) Crab walking
24. After a visit to the rescue squad, Ms. Sparza works with her 3-year-old students to write a thank-you letter to the rescue squad. As the children contribute their ideas, the teacher writes them on large chart paper. Which of the following literacy skills is Ms. Sparza primarily helping the children understand?
- (A) Using upper and lowercase letters
 - (B) Spacing between words and sentences
 - (C) Expressing speech and ideas in print
 - (D) Using common sight words in writing
25. One of the activities in a literacy center has the children match pictures of objects that begin with the same sound. Which of the following aspects of phonological awareness are the children using when matching the pictures?
- (A) Phoneme substitution
 - (B) Phoneme segmentation
 - (C) Phoneme blending
 - (D) Phoneme manipulation
26. In regard to the professional responsibilities of pre-kindergarten teachers with respect to parent-teacher relations, the National Association for the Education of Young Children (NAEYC) advocates in its "Guidelines for Developmentally Appropriate Practice" that teachers do which of the following?
- (A) Contact parents about every developmental change their children undergo
 - (B) Encourage parents to accept teachers as the experts who know what is best academically for their children
 - (C) Clarify the limits of parents' access to their children's classrooms
 - (D) View parents as partners in the educational process

27. Ms. Fero would like to encourage a wider variety of the families of the children in her class to participate in school functions. To best increase the likelihood of this happening, Ms. Fero should
- (A) continue to offer beginning-of-the-year “meet the teacher” activities to make families feel welcomed
 - (B) plan events throughout the year that include a variety of food, music, and other cultural activities
 - (C) try to determine who the more actively involved parent is in each family and invite him or her to school functions in person
 - (D) plan activities that appeal to the dominant culture in the classroom to ensure the largest participation
28. Which **THREE** of the following uses of assessment data are the most effective ways a pre-K teacher can engage in the decision-making process?
- (A) Creating additional homework assignments
 - (B) Identifying children in need of extra supports
 - (C) Determining culminating activities for instructional units
 - (D) Adapting the classroom curriculum and instruction
 - (E) Implementing different teaching practices and theories
29. Which of the following information is most beneficial for a parent to provide to team members during the collaboration process to promote their child’s successful transition from an Individualized Family Service Plan (IFSP) to an Individualized Education Program (IEP)?
- (A) Child’s medical history including prenatal and postnatal care
 - (B) Child’s strengths and goals based on the child’s development progress
 - (C) Areas of academic weakness based on an achievement test
 - (D) Accommodations and modifications that must be included in the IEP
30. Which of the following best explains why a kindergarten student with cerebral palsy has trouble using a handheld writing tool for legible writing?
- (A) Inability to focus on small details
 - (B) Use of a dated handwriting approach
 - (C) Underdeveloped fine-motor skills
 - (D) Lack of experience drawing with the tool

Answers

1. Option (C) is correct. A parent should consult with a nurse-practitioner or doctor if a child is favoring a particular side of the body since this may be a sign of cerebral palsy.
2. Option (B) is correct. Fine motor skills are those that include precise thumb, finger, hand, and wrist movements.
3. Option (A) is correct. Gross motor skills are actions that require the movement of muscles in the body.
4. Option (B) is correct. Constructive play encourages children's creativity and stimulates the development of skills and positive relationships.
5. Option (D) is correct. Research has found that providing young children with varied opportunities to engage in the reading and writing processes stimulates their motivation and advances their literacy skills.
6. Option (C) is correct. The intent of inclusion is for children to be placed in the least restrictive educational environment. IDEA mandates that children with disabilities be placed in the same educational program they would have attended had they not had special needs.
7. Option (C) is correct. Young children construct their cultural identities primarily in relation to their own families, and thus the instructional approach is most likely to be effective.
8. Option (A) is correct. Promoting prosocial behavior and interpersonal problem-solving skills are two important concerns of the preschool teacher. Research has found that teachers who model prosocial and generative behavior typically have classrooms in which students internalize and adopt prosocial and empathetic behaviors. Tommy's action after the teacher's nonverbal message demonstrates that he has internalized and adopted prosocial behavior based on the teacher's prior modeling.
9. Option (C) is correct. By letting Jimmy's mother know what he can do, the teacher's message quietly and graciously communicates to Jimmy and his mother his ability to function independently.
10. Option (B) is correct. The teacher violates the confidentiality of students by providing names and addresses to an outside organization and thus is not behaving in a professional manner.

11. Option (A) is correct. The ability to conduct a self-assessment requires the teacher to examine continually and critically what he or she is doing. A teacher who takes time to analyze and critique instruction and student understanding is self-assessing his or her classroom practices.
12. Option (B) is correct. Asking the child to explain the reason for an action will help the child in thinking about the strategies used for the task, while showing the child what to do.
13. The correct answers are (A), (B), and (C). Choices (A), (B), and (C) list the types of items that are most likely to be included in a portfolio to assess student progress over time. Weekly lesson plans and curriculum goals and samples of the teacher's reflective notes are items not likely to be kept in a portfolio to assess student progress.
14. Option (B) is correct. A normally developing 18-month-old will be able to follow simple one-step directions.
15. Option (C) is correct. Anecdotal records document what a child can do, as well as his or her achievements, as opposed to what he or she cannot do.
16. Option (A) is correct. In contingency management, access to a behavior that is likely to occur is made contingent on one that is unlikely to occur. By making access to the tricycle contingent on the completion of the less-desired art activity, the teacher uses the strategy of contingency management. Task variation involves modifying tasks by including new material along with material children have already mastered.
17. Option (B) is correct. Activity-based intervention is a child-directed approach that focuses intervention on a child's individual goal using planned or child-initiated activities to help the child develop functional skills. By using a child's interest in balloons to teach specific skills, the teacher used an activity-based intervention.
18. Option (B) is correct. Current best practice in early intervention emphasizes partnership and collaboration with families.
19. Option (D) is correct. Each of the choices is a literary element, but only, plot sequence, refers to the progression of events in a story, which would be indicated on the cards depicting the beginning, middle, and ending of the story.
20. Option (D) is correct. The school or agency must honor parents' request to review their child's education records within 45 days of receiving the request unless the parents need to see the records sooner to prepare for an IEP (Individualized Education Program) meeting.
21. Option (C) is correct. A young child sometimes does not understand that there are exceptions to a rule and overgeneralizes, as shown in the scenario.

22. Option (B) is correct. By leaving celery stalks in colored water, children are able to observe that the water somehow moves up the celery stalk to the leaves.
23. Option (A) is correct. The ability to hop is a skill that is required for skipping.
24. Option (C) is correct. It is very desirable for preschool children to learn to express their ideas in print. By writing the children's experience on large chart paper, the teacher is helping them to express their ideas in print.
25. Option (B) is correct. The matching activity requires the children to segment or isolate the initial sound in the words that go with the pictures and compare them with one another.
26. Option (D) is correct. As stated in the NAEYC guidelines, developmentally appropriate practices derive from deep knowledge of child development principles and of the children in particular, as well as the context within which each of them is living. The younger the child, the more necessary it is for practitioners to acquire this particular knowledge through relationships with children's families. Practitioners should involve families as a source of information about the child and engage them in the planning for their child.
27. Option (B) is correct. When early childhood educators attempt to form a family-based philosophy, a willingness to acknowledge and respect family differences is required. Since classes are often made up of children who come from a variety of family structures and cultures, encouraging members of a child's family to participate in school functions is an important aspect of early childhood family involvement. Planning activities that involve diverse celebrations of cultural and familial differences throughout the year will likely encourage a wider variety of families to participate in school events.
28. Options (B), (D), and (E) are correct. Assessments are an appropriate way to determine areas of strength and weakness as well as which students need extra supports to be successful in the classroom. Based on student performance on assessments, teachers can determine how to adapt their instruction to better accommodate student learning. Teachers can decide if a change in teaching practice or theory is needed to better reach the students and ensure academic success based on student performance on assessments.
29. Option (B) is correct, because parents are a strong resource in transition planning, since they provide useful information about their child's strengths, challenges, and goals.
30. Option (C) is correct. Children with cerebral palsy are often characterized by developmental delays in muscle control and coordination, such as underdeveloped fine-motor skills.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

“We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”

 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a *Praxis* Test](#).

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

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